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AUTHOR	Rugg, Deborah
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ABSTRACT

The directory provides an annotated listing of 208 projects funded under the Office of Special Education and Rehabilitation Secondary and Transition Initiative since 1984. Data were obtained from a 1989 questionnaire of project characteristics as well as from original project grants and previous years' profiles. The introduction describes the Transition Initiative and the role of the Transition Institute at the University of Illinois. Most of the document consists of the project profile section which provides a summary of each individual competition, a summary of the projects funded under the competition, both current and expired, and individual project profiles for current and expired projects. The 12 competition profiles provide a summary of the purpose, authority, eligible recipients, funds available, number of grants awarded, and duration of awards for each competition, and precede the individual project profiles. These profiles include project demographic information, purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation, and products. Profiles of expired projects include information on the original project purpose, the project's continuation activities, and products available from the project. Indexes by handicapping condition, location, and key personnel are provided. The appendixes include the Project Characteristics Questionnaires and the Master Mailing List for Project Directors. (DB)

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Compendium of Project Profiles 1989

Deborah Rugg

EC 230043

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The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

Project Officer: William Halloran

For more information on the Transition Institute at Illinois, please contact:

Dr. Frank R. Rusch, *Director*
College of Education
University of Illinois
110 Education Building
1310 South Sixth Street
Champaign, Illinois 61820
(217) 333-2325

Merle L. Levy, Publications Editor

COMPENDIUM

OF

PROJECT PROFILES

1989

Deborah Rugg

Secondary Transition Intervention Effectiveness Institute
University of Illinois at Urbana-Champaign

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ACKNOWLEDGMENTS

The Technical Assistance Program staff wishes to thank the project directors who devoted time and effort toward the completion of the questionnaires. Their contributions have made it possible to present a comprehensive view of the nationwide transition effort being conducted through OSERS-funded transition projects. In addition, I would like to thank the many staff members of the Transition Institute for their assistance in the preparation of this document.

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PREFACE

This document, produced by the Technical Assistance Program at the Transition Institute at Illinois, is a directory of grants funded under the OSERS Secondary and Transition Initiative. The information and descriptive data contained in this document were collected in part from the responses of OSERS-funded project characteristics questionnaires distributed in early 1989 to current and recently expired projects (see Appendixes A and B). Other project information was obtained from original grant applications and previous years' profiles. The information contained in the individual competition profiles was obtained directly from the grant announcement packets for each competition.

The 1989 Compendium follows the same format as the previous editions and includes five sections:

- The Introduction describes the Transition Initiative and the role of the Transition Institute at Illinois.
- The Overview contains selected summaries of the descriptive data collected from the current projects. Also included are overviews of the competitions and of the expired project information.
- The Project Profile Section provides a summary of each individual competition, a summary of the projects funded under the competition, both current and expired, and individual project profiles for current and expired projects. The 12 Competition Profiles within this section provide a summary of the purpose, authority, eligible recipients, funds available, number of grants awarded, and duration of awards for each competition, and precedes the individual profiles of current projects for each competition.

The Summary of Project Profiles is a summary of the data reported in the individual profiles of current projects for each competition. Each current project is described in the Individual Project Profiles. These profiles include project demographic information, purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation, and products.

The Summary of Expired Project Profiles follows and presents an overview of the purpose, focus of continuation activities, project components being continued, and project products reported by the expired projects in each competition. In this Compendium, an "expired" project is one whose federal funding has expired. The project activities such as dissemination and staff training, have not necessarily ended. The individual Expired Project Profiles follow each Summary and provide information on the original project purpose and, if reported, the focus of the expired project's continuation activities, the project components being continued (and by whom), and the products available from the project.

* The Index provides a guide to projects' key personnel, location and handicapping conditions served.

* The Appendixes include copies of the PCQ, EPCQ, and the Master Mailing List for Project Directors.

The Compendium is an annual publication of the Transition Institute at Illinois and is intended for specific use by project directors, OSERS project officers, and Transition Institute staff. Others involved in the transition effort may also find this document useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Users of the Compendium are encouraged to communicate directly with project contact persons listed on the profiles for obtaining information on specific projects. Users are also urged to submit comments and suggestions for improving the useability and effectiveness of future editions of the Compendium.

Points of view or opinions expressed in this document do not necessarily represent the U.S. Department of Education's position or policy; the contents are presented for information only, and no endorsement is intended.

INTRODUCTION

The economic, educational, and employment problems encountered by youth and adults with handicapping conditions have been addressed in the past through a variety of federal and state programs. Assurances of nondiscrimination, mandated services, and equal access to services have earmarked federal legislation through the years. However, only recently has Congress elected to focus directly on the transition from school to work for these individuals. In the 1983 Amendments to the Education of the Handicapped Act of 1973, Section 626 of Public Law 98-199, entitled "Secondary Education and Transition Services for Handicapped Youth," was enacted for the purpose of stimulating a nationwide Transition Initiative. Under the leadership of Assistant Secretary Madeleine C. Will, the Transition Initiative became a national priority. The Initiative is funded by the authorization of $6.6 million in grants and contracts to be spent annually by the Office of Special Education and Rehabilitative Services (OSERS).

With the major objectives of Section 626 being to improve and develop secondary special education programs and to strengthen and coordinate education, training, and related services to assist in the transition process, OSERS announced several grant programs in fiscal year 1984. In addition to Section 626, grant programs were also authorized under Section 641-642 of Public Law 98-199 and Section 311 (A) (1) of Public Law 93-112, and the Rehabilitation Act of 1973, as amended. Fiscal year 1984 marked the beginning of a federal effort to focus on the problems of youth with handicapping conditions exiting the secondary school and to provide appropriate transition services for youth and adults with handicapping conditions.

In order to assist in evaluating and extending the impact of the federal initiative, the Secondary Transition Intervention Effectiveness Institute at the University of Illinois at Urbana-Champaign was formed in August 1985. Through a five-year contract with OSERS, the Transition Institute at Illinois is studying the issues and problems related to secondary education and transitional services. One of the major activities within the Institute's Evaluation Technical Assistance Program is to collect, summarize, and disseminate information about the model programs funded under the Secondary Education and Transition Services Initiative. The dissemination of the descriptive data through the Compendium of Project Profiles is intended to facilitate efforts to assure the long-range impact of the Initiative upon both school- and community-based programs.

OVERVIEW

The 1989 Compendium of Project Profiles describes the status of the 208 projects funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services as part of the Transition Initiative. Since 1984, 208 model demonstration projects have developed and implemented a wide range of service delivery models focused on facilitating the transition of youth and adults with handicapping conditions from education to work. The scope of these projects is illustrated on the following pages. Table 1 provides a general description of the 12 grant competitions that have been funded. Figure 1 presents the geographical distribution of the 94 projects current during the 1988-89 year. Figure 2 shows the geographical distribution of the 114 projects whose federal funding expired before this year. Illustrating the impact of project activities on transition as a national priority, Figure 3 presents the geographical distribution of all 208 projects.

Three more figures complete the quick description of the 208 projects funded to date, with the remainder of the section providing an overview of the current projects. Figure 4 describes the types of recipients of grant awards in all 12 competitions. Eligible recipients of these awards are specified for each competition. The most common grant recipients were two-year and four-year colleges and universities, followed by local education agencies, private not-for-profit agencies, and state agencies.

Table 1

Summary of OSERS Model Demonstration Project Competitions in Transition

(N = 208)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/Youth Employment Projects	84.023D	12 Expired	To demonstrate innovative approaches to transition using direct service delivery.
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/Postsecondary Projects	84.023G	15 Expired	To support new model demonstration projects that link transitioning individuals to community-based training programs and services.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects for Mildly Mentally Retarded and Learning Disabled	84.078B	15 Expired	To stimulate higher education (postsecondary, vocational, technical, continuing, or adult education) possibilities for persons with mild disabilities.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects	84.078C	58 (23 Expired)	To focus on special adaptations of postsecondary services.
Innovative Programs for Severely Handicapped Children: Transition Skills Development for Severely Handicapped (Including Deaf-Blind) Youth	84.086M	11	To design, implement, and disseminate practices which facilitate the transition of youth with severe handicaps to employment.
Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals	84.128A	5 Expired	To establish demonstration projects for providing comprehensive programs in vocational rehabilitation services for persons with severe disabilities.
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Models	84.158A	16 Expired	To support projects that would develop and establish exemplary school-community models for specific vocational training and job placement.
Secondary Education and Transitional Services for Handicapped Youth	84.158B	11 Expired	To design cooperative models (SEA or LEA) that facilitate effective planning to meet employment needs of exiting students with disabilities.
Secondary Education and Transitional Services for Handicapped Youth: Models for Planning and Implementation of Transitional Services	84.158C	38 (16 Expired)	To support projects designed to plan and develop cooperative models for activities among SEA's or LEA's and adult service agencies.

Table 1 (Continued)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Secondary Education and Transitional Services for Handicapped Youth: Models for Providing Disabled Main-Streamed Learning Disabled and Other Mildly Handicapped Students with Job Related Training	84.158L	10	To identify job-related training needed by secondary students with mild handicaps.
Training and Employment Models for Youth with Severe Handicaps	84.158N	10	To prepare and place youth with severe handicaps into supported employment prior to leaving school.
Secondary and Transition Services Follow-Up/Follow-Along Projects	84.158R	7	To encourage follow-up and follow-along studies to document the impact of transition services, and to revise program options based on analysis of outcome data.

Figure 1

Geographic Distribution of Current Projects
as of May 1989

(N = 94)

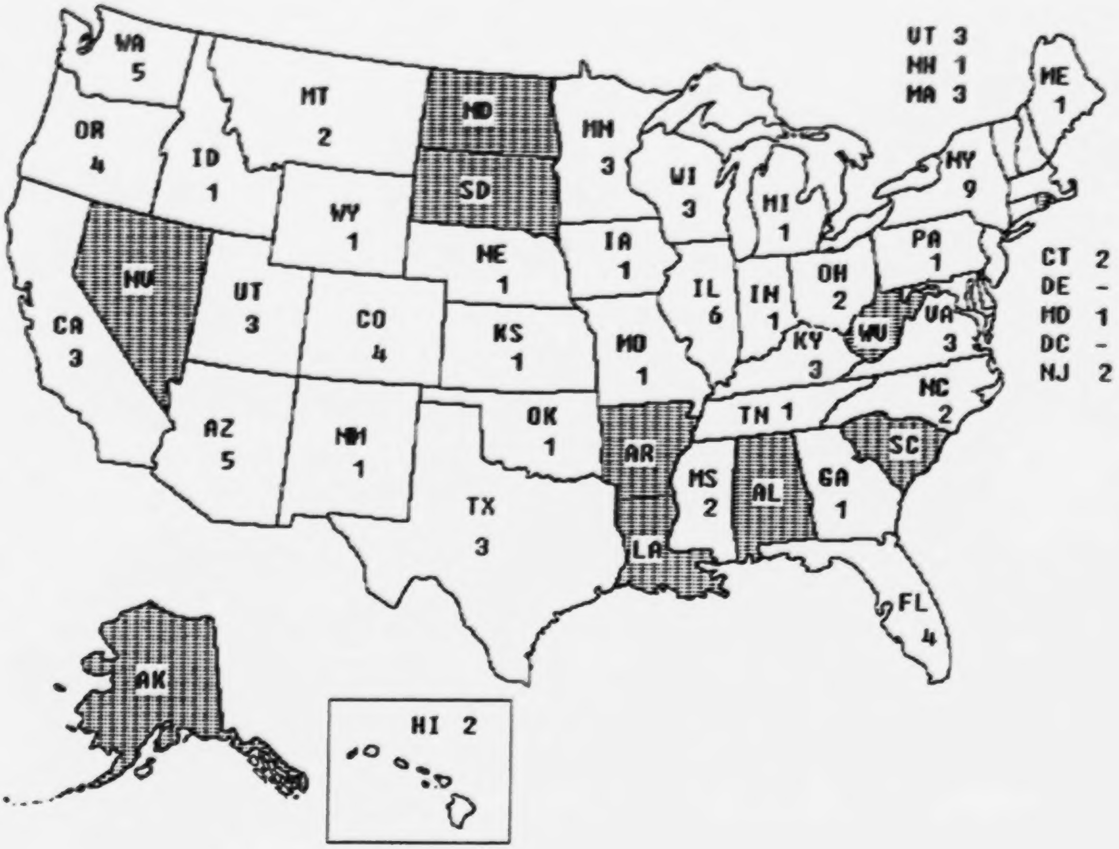


Figure 2

Geographic Distribution of Expired Projects
as of May 1989

(N = 114)

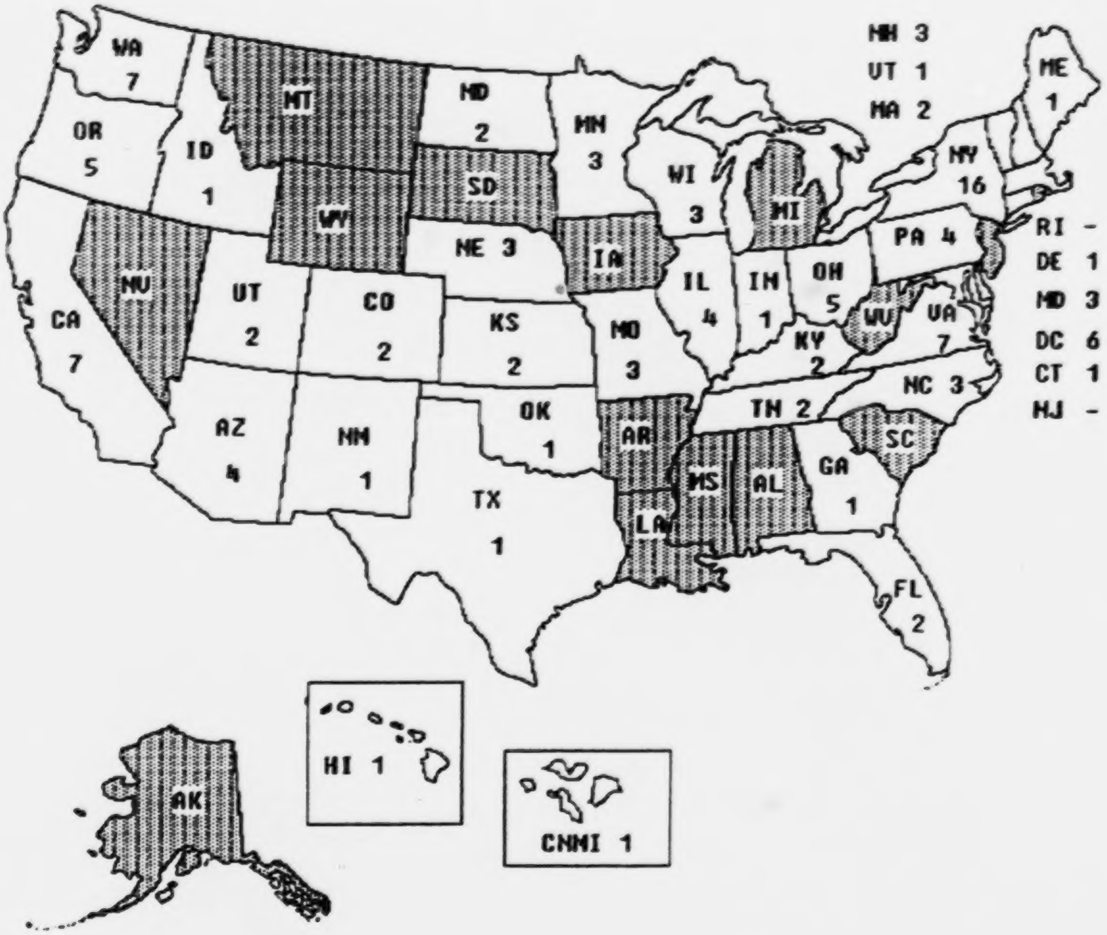


Figure 3

Geographic Distribution of Current and Expired Projects
as of May 1989

(N = 208)

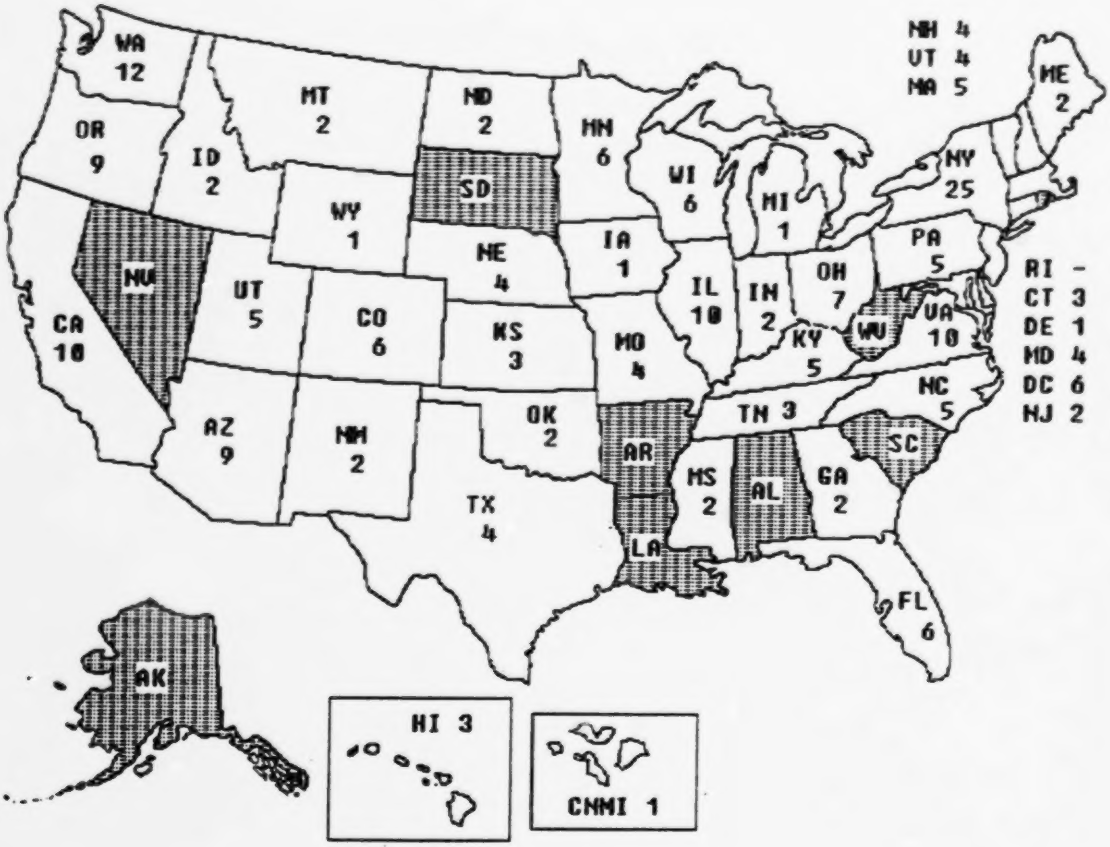
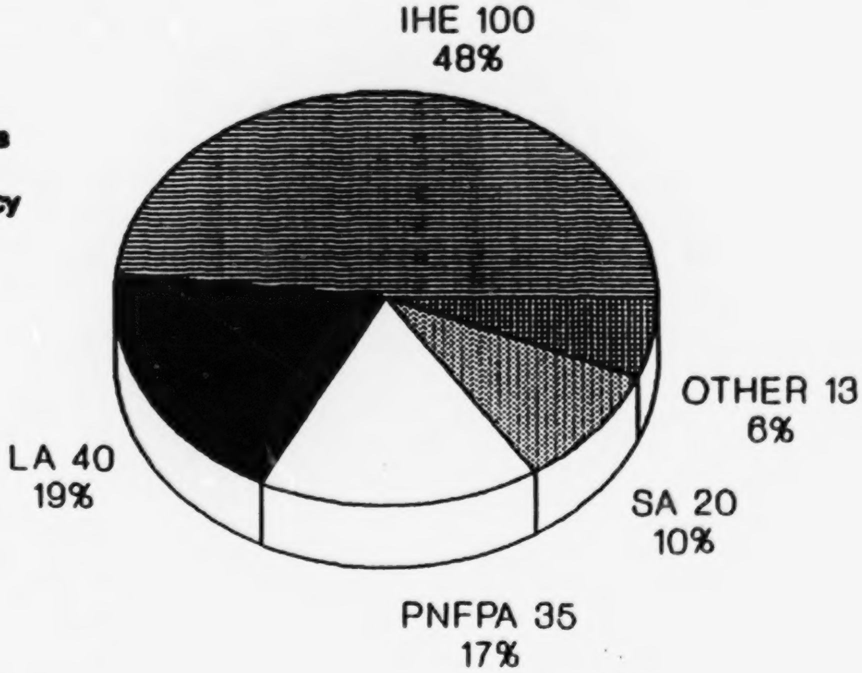


FIGURE 4

Types of Primary Grant Recipients for Model Demonstration Projects

Competition N = 12 ; Project N = 208

LA	**Local Agency, Public**
IHE	**Higher Education Institutions**
SA	**State Agency**
PNFPA	**Private, not for Profit Agency**

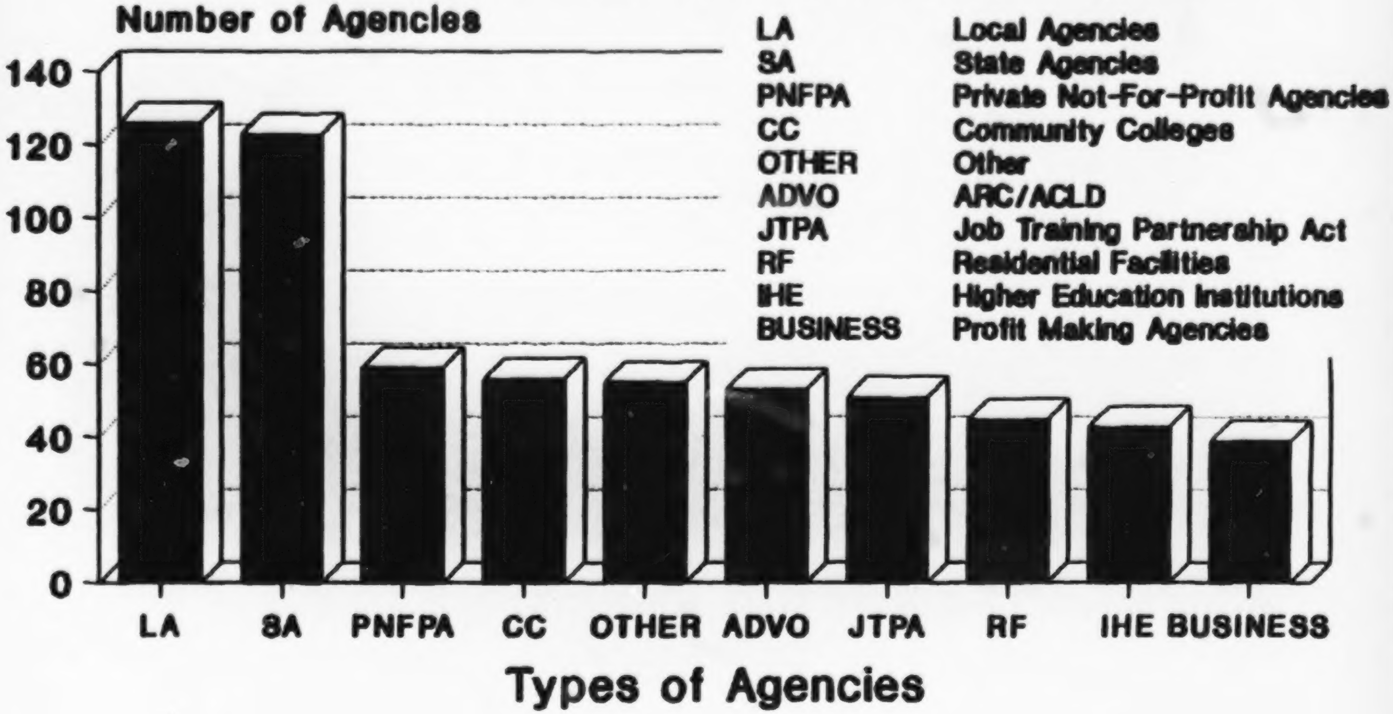


A major intent of the Transition Initiative has been the development of collaborative relationships among agencies. Figure 5 illustrates the types and number of agencies involved in cooperation with model demonstration projects.

Figure 6 illustrates the range of handicapping conditions for which the projects have provided services. Since the major focus of the 84.158R projects is not service provision, they are not represented in this figure. Of the youth and adults being served by the 201 projects in 11 competitions, almost half have a learning disability and approximately one-fourth have either a diagnosis of mental retardation or a developmental disability.

FIGURE 5

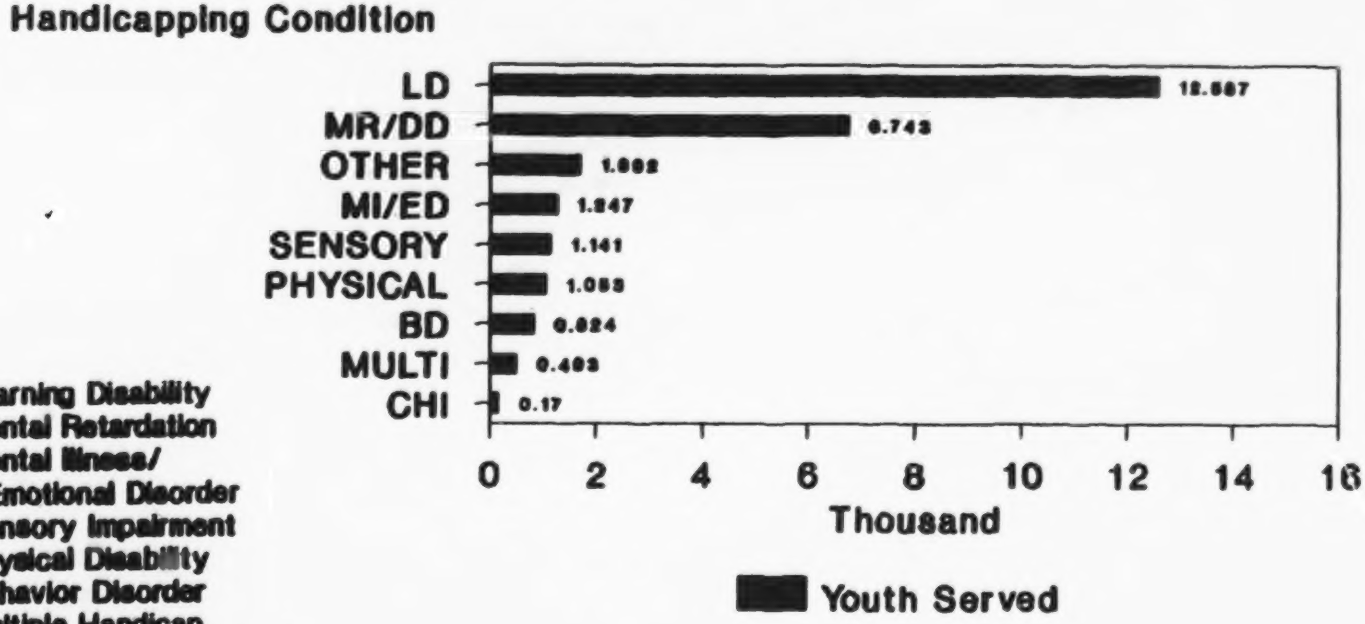
Types of Agencies Involved in Interagency Cooperation with Model Demonstration Projects



Project N = 208 ; Competition N = 12

FIGURE 6

Number of Youth Served in Model Demonstration Projects by Handicapping Condition



LD	Learning Disability
MR/DD	Mental Retardation
MI/ED	Mental Illness/ Emotional Disorder
SENSORY	Sensory Impairment
PHYSICAL	Physical Disability
BD	Behavior Disorder
MULTI	Multiple Handicap
CHI	Chronic Health Impaired

Competition N = 11 ; Project N = 201
Directly Served N = 26,060

Current Projects

During the 1988-89 school year there were active projects in six competitions: 84.078C, 84.086M, 84.158C, 84.158L, 84.158N, 84.158R. The most typical units served by these projects were metropolitan areas with a public transit system and regions within a state. The next two most common were statewide and countrywide units.

The 86 projects in the five competitions providing direct service reported 11,934 youth and adults in their target population. Table 2 shows that population as reported by handicapping condition.

Adding the target population of the follow-up, follow-along projects in the 84.158R competition, the total group is approximately 28,000 within the purview of current model projects.

In addition to targeting the youth and adults with handicapping conditions, most of the model demonstration projects are providing related services. Across the six current competitions, related services and training are being provided to 3,512 teachers, 3,237 parents, 1,888 agency staff, and 1,395 business and industry personnel. Table 3 provides an overview of these recipients of related training by competition.

Table 2

Youth/Adults Served in Current Competitions by Handicapping Conditions

Handicapping Condition	No. Served	Age Range
Autism	118	12-23
Behavioral disorders	225	14-24
Brain damage	18	15-51
Cerebral Palsy	110	12-51
Chronic mental illness	328	12-51
Communication disorder	56	12-27
Deaf/blind	35	12-27
Developmental disability	236	12-25
Emotional disorder	644	12-51
Epilepsy	56	15-22
Health impairment	68	12-25
Hearing impairment	154	12-51
Learning disability	5,345	12-51
Mental retardation	2,619	12-51
Multiple handicap	524	12-27
Physical handicap	226	12-34
Speech impairment	66	16-51
Spinal cord injury	26	14-22
Traumatic head injury	12	15-51
Visual impairment	80	12-60
Dropout	197	12-35
Economically disadvantaged	506	12-35
Minority youth	236	12-35
Substance abuse	90	12-21
TOTAL	11,969	

Table 3

Number of Individuals Participating in Related Service Components by Current Competitions

Competition	Teachers	Business/Industry	Agency Staff	Parents	Project Staff
84.986M	164	75	233	366	48
84.158C	1,300	445	739	1,315	54
84.078C	1,350	402	575	420	146
84.158N	345	160	125	451	40
84.158L	193	280	84	525	45
84.158R	160	33	132	160	26
TOTAL	3,512	1,395	1,888	3,237	359

Both commercially available and locally developed instrumentation is necessary for many aspects of the projects. Tests, interviews, and scales are used in assessment, career development, and evaluation of the projects. About 70% of the projects reporting indicate use of commercially available instruments, while approximately 93% develop various measurement and recording tools specifically for their project use. Tables 4 and 5 summarize the types and usage of instruments by the current projects.

As demonstrated in Table 6, the most common approaches to evaluation are goal-based, systems analysis, and professional review. In most projects there is more than one approach used to frame the evaluation. Table 7 shows the personnel involved in implementing the evaluation. The project directors and their project personnel provide most of the staffing for implementation of the evaluation. In addition, some projects hire an evaluator as a member of the project and about the same number utilize a third party evaluator.

The projects in general see OSERS as their primary audience of the final report and evaluation of their efforts. The Transition Institute, advisory boards, consumers, and state agencies were each listed by half of the projects as audiences for their final reports. Formal reports are anticipated to be the vehicle for this information sharing for essentially all of the projects. In addition, about half of the projects will also be providing an executive summary, a brochure summarizing project information, or both.

Table 4

Commercially Available Instruments Used by Current Competitions

Type	84.158R	84.158N	84.158L	84.078C	84.158C	84.086M	Total
General Ability/ Intelligence	-	4	3	23	7	2	39
Special Aptitude	-	1	-	3	5	-	9
Vocational Skills	-	4	4	8	8	1	25
Language	-	1	3	8	5	2	19
Adaptive Behavior/ Survival Skills	1	4	3	5	7	3	23
Social Skills	1	2	3	8	5	2	21
Career Interest	-	2	3	20	6	-	31
Daily Living Skills	1	1	2	4	3	2	13
Dexterity/Manual Skills	-	1	-	4	4	-	9
Personality	-	-	2	13	3	1	19
Academic Achievement	-	1	4	24	6	2	37
Other	1	3	3	14	3	1	25

N = Number of projects reporting

Table 5

Locally Developed Instruments and Forms Used by Current Competition

Type	84.086M	84.158C	84.078C	84.158L	84.158N	84.158R	Total
Observation Form	3	10	12	3	6	-	34
Checklist	2	9	17	3	5	1	37
Rating Scale	2	12	19	6	8	1	48
Interview	1	5	20	6	4	2	38
Survey	2	13	14	4	6	4	43
Questionnaire	-	5	13	1	1	3	23
Other	3	9	18	5	8	1	44

N = Number of projects reporting

Table 6

Evaluation Approach Used by Competition

	84.158C	84.086M	84.158L	84.158R	84.158N	84.078C	Total
System Analysis	15	8	9	3	3	19	57
Goal Based	15	5	7	6	9	23	65
Goal Free	3	3	2	2	2	4	16
Decision Making	9	2	3	3	-	6	23
Connoisseurship	-	1	-	-	-	-	1
Professional Review	7	5	4	-	2	16	34
Case Study	5	3	3	1	1	6	19

Table 7

Evaluation Personnel Involved by Competition

Evaluation Personnel	84.158L	84.086M	84.158L	84.158N	84.158R	84.078C	Total
Director	20	9	10	5	5	27	76
Coordinator	16	6	7	4	4	20	57
Project Staff	10	7	9	4	4	24	58
Advisory Board	5	1	2	2	2	10	22
3rd Party Evaluation	5	1	1	-	-	11	18
Staff Evaluation	4	1	2	1	1	8	17

The general overview of the 94 current projects ends with Table 8 summarizing the large variety and number of products the staff anticipate producing during the life of their projects.

Table 8

Products Planned by Current Projects

Product	Total Projects
Article	60
Brochure	30
Replication Manual	37
Training Manual	43
Newsletter	19
Student Handbook	15
Parent Handbook	20
Slide Presentation	15
Instrument	40
Curricula	29
Videotape	28
Vocational Handbook	1

The Project Profile Section which follows provides more specific information about each of the 12 competitions and the 94 current and 114 expired projects.

PROJECT PROFILES

The Project Profile section contains profiles on both current and expired transition projects. The individual project profiles are grouped according to the competition under which they received their grant award.

Within each competition group, current projects are listed alphabetically according to state and project director name.

Each group of individual project profiles is preceded by a summary of the competition based on the information from the actual grant application packet. A summary of the current projects follows and is an overview of the major demographic and operating characteristics of the projects.

Individual expired project profiles follow the Summary of Expired Projects.

Except where noted, all individual project profiles are based on information gathered from questionnaires completed and returned by project staff during the 1988-89 project year.

COMPETITION PROFILE: CFDA 84.158R

SECONDARY AND TRANSITION SERVICES FOLLOW-UP AND FOLLOW-ALONG PROJECTS

INITIAL COMPETITION 4/15/88

PURPOSE OF COMPETITION

The purpose of this priority was to provide support to projects that: (1) improve tracking systems for youth who complete or leave secondary programs; and (2) revise curriculum and/or program options based on continued analysis of outcome data.

The emphases were on a commitment to enhance existing procedures for a follow-up/follow-along system for all completers and leavers, and to revise existing program options to improve outcomes for youth with handicaps leaving school. The outcome measurement performance standard is the preparation of youth to live and work in the community. The projects are to track handicapped student's initial and continuing employment status.

These are projects to develop, implement, and evaluate strategies to improve service to handicapped individuals so they realize a more positive participation in community life.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education for the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state education agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $840,000 was expected to be available for up to seven projects.

NUMBER OF GRANTS AWARDED

Seven grants were awarded under this competition.

DURATION

Project support was available for up to four years under this competition, subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158R PROFILES

PRIMARY GRANTEE

Of the seven grants in this competition, five grants were awarded to universities, one to a local education agency, and one to a state agency.

PROJECT OBJECTIVES

Each project reported on project objectives. Six indicated developing or improving tracking and follow-up/follow-along systems to impact future efforts in transitioning special education students. Four projects reported disseminating products and results. Two indicated making curriculum changes based on the projects' findings. One project reported replication as an objective. One project reports the development of a statewide technical assistance service to aid special education dropouts.

PROJECT PARTICIPANTS

Six projects reported on the provision of related service components. One hundred sixty teachers are receiving service and training from four projects. Thirty-three business and industry personnel are receiving services from two projects. One hundred thirty-two agency personnel are receiving services from three projects. Four projects reported 26 of their staff receiving services also.

COOPERATING AGENCIES

Six projects reported on cooperating agencies and organizations. Four projects are cooperating with local education agencies. Three report cooperation with public schools. One project reports collaboration with a university and one with JTPA.

PRODUCTS

All seven products reported on product development with all indicating development of instruments. Six indicated the production of articles. Five reported the production of a replication manual, while four projects will produce brochures and training manuals, one a newsletter, and another a student handbook.

PROJECT EVALUATION PLAN

Most of the projects are using a goal-based evaluation approach with decision making, systems analysis, goal-free and case study methods to complement the primary approach being used. The evaluation is being accomplished primarily by the project directors and other project staff, with some advisory board assistance. Only one has a staff evaluator specifically named and none report using a third party evaluator. Most of their instrumentation is locally developed to meet their measurement needs.

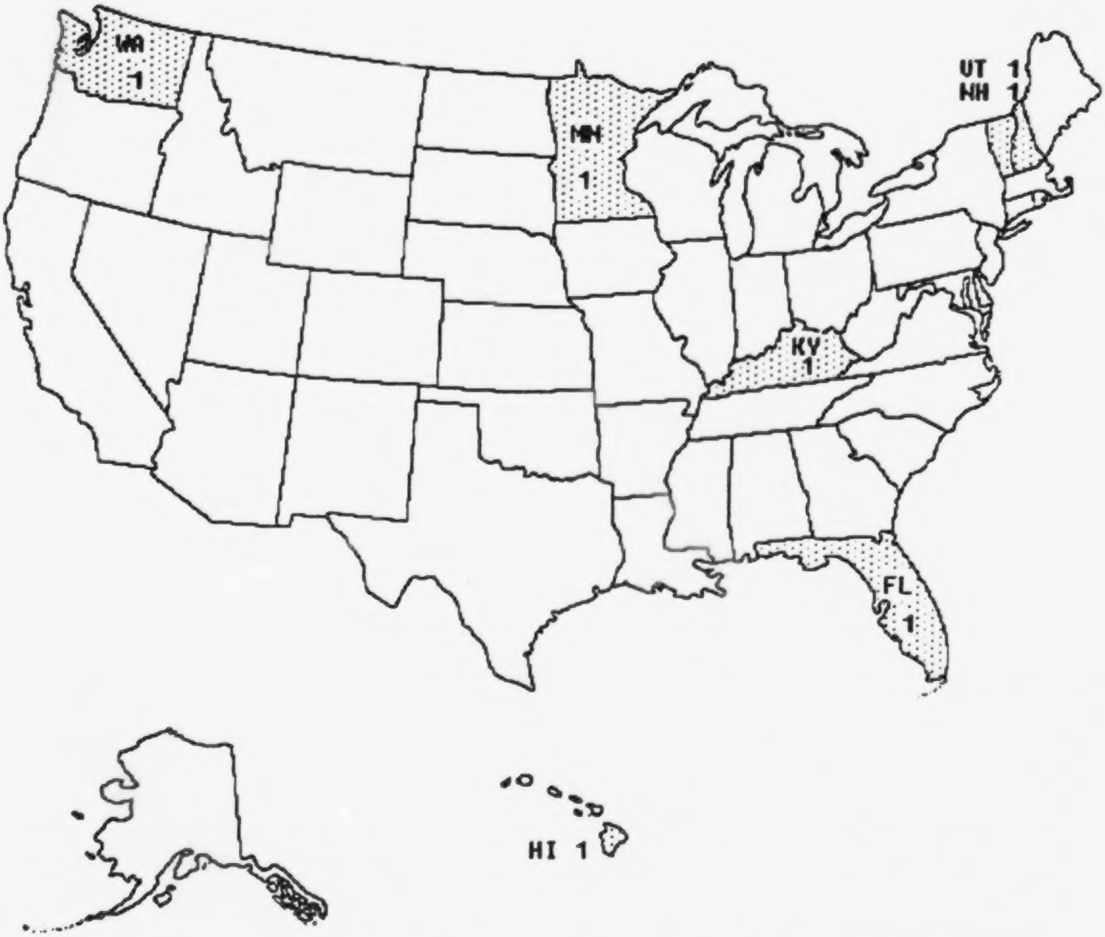
GEOGRAPHIC AREA SERVED

Of these seven follow-up/follow-along projects, four are surveying statewide, and one each is using suburbs, a metropolitan area, and a county for its study.

Location of 84.158R Projects

Geographic Distribution of Current 84.158R Projects as of May 1989

(N = 7)



PROJECT TITLE:
Using a Tracking System to Impact
Secondary Education for Handicapped Youth

PROJECT DIRECTOR: Elinor Elfner

CONTACT PERSON: Elinor Elfner

MAILING ADDRESS:
Bureau of Education for Exceptional
Students
Knott Building
Tallahassee, FL 32399

TELEPHONE #: 904-488-2137

INSTITUTE #: 203

COMPETITION #: 84.158R

PROJECT START DATE: 9/01/88
PROJECT END DATE: 8/31/92

PRIMARY GRANTEE:
State agency(s), SEA

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: The purpose of this project is to provide an interactive model for systems change based on analysis of outcome data. The principal objectives are: (1) Tracking System--to improve and expand the tracking system for handicapped youth who complete or leave secondary programs; and (2) Instructional Program Revision--to revise curricular and program options for handicapped students based on continued analysis of outcome data.

PROJECT FOCUS:

1. Tracking System--to improve and expand the tracking system for handicapped youth who complete or leave secondary programs.
   - --identify all existing data systems
   - --identify additional element needs for the tracking system
   - --develop program for collecting and analyzing school experience and follow-up data
2. Instructional Program Revision--to revise curricular and program options for handicapped students based on continued analysis of outcome data.
   - --facilitate the review of the expected outcomes of high school programs for handicapped youth by local community, school, and parent groups
   - --establish a way to monitor instructional program options

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 2,000

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Mild emotional disorder	20	12-17
Moderate emotional disorder	4	12-17
Mild hearing impairment	3	12-17
Mild learning disability	100	12-17
Mild mental retardation	35	12-17
Moderate mental retardation	15	12-17
Severe mental retardation	10	12-17
Mild physical handicap	10	12-17
Mild visual impairment	3	12-17

Professionals/parents receiving services (training) through project activities:

2 Parents
8 Business/industry personnel
10 Project staff
12 Agency personnel
20 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): Decision making, professional review

Instrumentation

Commercially Available Instruments Used by Projects: Behavior Rating Scale, Association Workskills Checklist

Locally/Project Developed Instruments: Supported Employment Checklist, Follow-up Interview Questionnaire

Type of Evaluation Reporting and Audience

Type: Executive summary

Audience: Advisory board, state agency, LEA School Board

PROJECT PRODUCTS:

Product	Date Available
Training manual	1/92
Project developed instruments	1/91
Change process	1/91
Data reports (annually)	12/90

PROJECT TITLE:
Interagency Use of Longitudinal Outcome Data Improving Transition Services for Handicapped Youth

PROJECT DIRECTOR: Robert Stodden

PROJECT COORDINATOR: Ronald James

CONTACT PERSON: Ronald James

MAILING ADDRESS:
Department of Special Education
University of Hawaii
Honolulu, HI 96822

TELEPHONE #: 808-948-7878

INSTITUTE #: 206

COMPETITION #: 84.158R

PROJECT START DATE: 10/01/88
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: (1) Develop a theoretical model which specifies significant variables and data domains as well as predicted/assumed relationships among individual, program, and outcome variables; (2) Implement the longitudinal tracking and data collection process; (3) Develop interagency processes for applying outcome data and observed relationships among data domains in order to improve transition services; (4) Validate the theoretical model; (5) Institutionalize, replicate and disseminate project innovations.

PROJECT FOCUS:
1. Define relevant dimensions.
2. Define data domains and prior predictors of transition success.
3. Define operational measures in each data domain.
4. Specify known and presumed relationships among variables.
5. Modify existing data generation and recording procedures.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 6300

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 900

Handicapping Condition	No. Served	Age Range
Severe deafness/blindness	6	
Moderate emotional disorder	54	18-23
Severe emotional disorder	18	18-23
Moderate hearing impairment	15	18-23
Severe hearing impairment	12	18-23
Dropout	250	18-23
Moderate communication disorders	18	18-23
Severe communication disorders	18	18-23
Moderate health impairment	18	18-23
Severe health impairment	18	18-23
Mild learning disability	480	18-23
Mild mental retardation	156	18-23
Severe physical handicap	18	18-23

Moderate visual impairment	6	18-23
Economically disadvantaged	150	18-23
Minority youth	750	18-23

Professionals/parents receiving services (training) through project activities:

70 Parents	100 Agency personnel
25 Business/industry personnel	90 Teachers
Undergraduate/graduate faculty	

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, use of vocational and linkage services

On Employers: Employer collaboration level, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct services provided by project, postsecondary education/training outcomes

Instrumentation

Locally/Project Developed Instruments: Survey instruments on adjustment

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Advisory Board

Type of Evaluation Reporting and Audience

Type: Formal evaluation report
Audience: OSERS, Transition Institute, state agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	9/89
Project developed instruments	1/90
Journal articles	10/89
Replication manual	10/91
Interagency agreement	10/89

PROJECT TITLE:
Transitional Services for Handicapped Youth

PROJECT DIRECTOR: Shelley Cohen

PROJECT COORDINATOR: Harry Funk

CONTACT PERSON: Harry Funk

MAILING ADDRESS:
Department of Research
Jefferson County Public Schools
4409 Preston Highway
Louisville, KY 40213

INSTITUTE #: 204

COMPETITION #: 84.158R

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
Local education agency

GEOGRAPHIC AREA SERVED:
County

TELEPHONE #: 502-456-3036

PROGRAM PURPOSE: The general goal of this project is to survey former and current handicapped students of the Jefferson County Public Schools across all exceptionalities. The impact of this process will be to effect curriculum improvements at all age/grade levels and thus to enhance the likelihood of greater numbers of project participants achieving employment and independent living.

PROJECT FOCUS:
1. Employ project staff.
2. Select members for the advisory committee.
3. Develop survey instruments.
4. Conduct survey with approximately 4,000 former and current handicapped JCPS students.
5. Analyze and share results with appropriate JCPS staff and community organizations/service providers.
6. Develop new curricula/programs/services based on research results.
7. Incorporate research findings and programmatic changes into student assessment and IEP process.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 17,340
Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 4,335

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	274	12-27
Moderate behavioral disorders	774	12-27
Severe behavioral disorders	15,000	12-27
Profound behavioral disorders	500	12-27
Profound deafness/blindness	40	12-27
Mild hearing impairment	50	12-27
Moderate hearing impairment	78	12-27
Severe hearing impairment	55	12-27
Profound hearing impairment	17	12-27
Dropout	4,508	12-27
Economically disadvantaged	7,803	12-27
Minority youth	6,416	12-27
Substance abuse	1,734	12-27

Mild communication disorders	1,200	12-27
Moderate communication disorders	2,321	12-27
Severe communication disorders	2,096	12-27
Profound communication disorders	625	12-27
Severe health impairment	100	12-27
Profound learning disability	117	12-27
Mild learning disability	400	12-27
Moderate learning disability	1,552	12-27
Moderate mental retardation	332	12-27
Severe mental retardation	400	12-27
Profound mental retardation	362	12-27
Moderate physical handicap	175	12-27
Severe physical handicap	200	12-27
Profound physical handicap	225	12-27
Mild visual impairment	10	12-27
Moderate visual impairment	42	12-27
Severe visual impairment	32	12-27
Profound visual impairment	16	12-27
Severe multiple handicap	85	12-27
Profound multiple handicap	98	12-27

Professionals/parents receiving services (training) through project activities:
4 Project staff   Special education staff   Staff of cooperating agencies

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, decision making, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers: Information on employers/postsecondary

On Postsecondary Education: Postsecondary education/training outcomes

Instrumentation

Locally/Project Developed Instruments: Project subjects will rate services, parents will complete survey, elicit follow-along and follow-up data

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board, Exceptional child education staff 0.20, accounting staff 0.05, other educational program staff 0.10

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency, Handicapped Advocacy Groups, VR, State Employment Agency, other school districts, colleges/universities, other postsecondary training centers, JTPA, city/county government

PROJECT PRODUCTS:

Product	Date Available
Project developed instruments	9/92
Journal articles	9/92
Replication manual	9/92

PROJECT TITLE:
Design of Secondary Transition Follow-Along/Follow-Up System

PROJECT DIRECTOR: Richard Weatherman

PROJECT COORDINATOR: David Johnson

CONTACT PERSON: David Johnson

MAILING ADDRESS:
Minnesota Univ. Affiliated Program
Room 6 Pattee Hall
150 Pillsbury Drive S.E.
Minneapolis, MN 55455

TELEPHONE #: 612-624-4848

INSTITUTE #: 209

COMPETITION #: 84.158R

PROJECT START DATE: 10/01/88
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Part of a county

PROGRAM PURPOSE: The project seeks to design, demonstrate, and test a comprehensive follow-along/follow-up tracking system and to use information gained from the implementation of the system to develop systematic improvements in the provision of transition services and interagency planning district-wide.

PROJECT FOCUS:
1. Convening of a project advisory committee to guide the planning and development of system components.
2. Determine the specifications of the systems sub-bases.
3. Develop data collection instruments.
4. Identify target population.
5. Initiate data collection.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 600

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 500

Handicapping Condition	No. Served	Age Range
Mild emotional disorder	60	14-25
Dropout	90	16-21
Mild learning disability	120	14-25
Mild mental retardation	60	14-25
Moderate mental retardation	70	14-25
Severe mental retardation	70	14-25

Professionals/parents receiving services (training) through project activities:
10 Teachers
4 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status, dropout status

On Employers: Employer characteristics/demographics

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: ICAP

Locally/Project Developed Instruments: Follow-up survey, structures interview, retrospective and prospective, biographical, demographic, program and service record forms

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Staff Evaluator, Data Management Specialist

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, Transition Institute, advisory board, state agency, university affiliated programs, regional resource training centers, regional resource center

PROJECT PRODUCTS:

Product	Date Available
Brochure	9/89
Project developed instruments	9/90
Journal articles	9/92
Replication manual	9/92

PROJECT TITLE:
Following the Lives of Young Adults with Disabilities in New Hampshire

PROJECT DIRECTOR: Jan Nisbet

PROJECT COORDINATOR: Dottie Treisnor

CONTACT PERSON: Dottie Treisnor

MAILING ADDRESS:
Institute on Disability
University of New Hampshire
Morrill Hall
Durham, NH 03824

TELEPHONE #: 603-862-3453

INSTITUTE #: 205

COMPETITION #: 84.158R

PROJECT START DATE: 9/1/88
PROJECT END DATE: 8/31/92

PRIMARY GRANTEE:
University/four year college, research institute

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: The overall goal of this research study is to improve the tracking system for young adults with disabilities who complete or leave high school special education programs. Research component: Approximately 400 young adults will be surveyed and interviewed over a four year period of time. The research will be conducted using both quantitative and qualitative methods. Research content will focus on opportunities for employment and/or postsecondary education and training, participation in leisure/recreation activities, level of independence, utilization of community services and integration factors. Intervention Phase: During the second, third, and fourth years of the project, technical assistance will be provided to four school administrative units.

PROJECT FOCUS:

1. Network with interested people and groups throughout the state.
2. Compare various survey instruments and develop draft survey.
3. Produce and disseminate informational pamphlet statewide.
4. Conduct large scale data collection.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 400

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Handicapping Condition	No. Served	Age Range
Mild emotional disorder	100	16-27
Mild learning disability	100	16-24
Severe multiple handicap	120	16-24
Dropout	80	16-24

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, goal free, case study

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers: Employer satisfaction with student/client and project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, postsecondary education/graining satisfaction with student/client participation and project activities, postsecondary education/training outcomes

Instrumentation

Locally/Project Developed Instruments: Background information and follow-up/follow-along study, survey questionnaire and high school background information

Personnel Involved in Evaluation Activities: Project staff

Type of Evaluation Reporting and Audience

Type: Executive summary

Audience: OSERS, advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Project development instruments	Currently available
Journal articles	12/89

PROJECT TITLE:
Post-School Indicators for Program Improvement Project

PROJECT DIRECTOR: Susan Brody Hasazi

PROJECT COORDINATOR: Rozamund Johnson

CONTACT PERSON: Susan Brody Hasazi

MAILING ADDRESS:
Dept. of Special Education
University of Vermont
Burlington, VT 05405

TELEPHONE #: 802-656-2936

INSTITUTE #: 207

COMPETITION #: 84.158R

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: The purpose of the Vermont Post-School Indicators for Program Improvement Project is to (1) develop, implement, evaluate, replicate, and disseminate a state-wide follow-up/follow-along system for monitoring the post-school employment, education, living arrangement, friendships and decision-making of former special education students; and (2) develop a state-supported technical assistance system to assist school districts in utilizing follow-up/follow-along data for the purposes of program improvement.

PROJECT FOCUS:

1. Develop outcome measures which match the desired performance standards.
2. Design instrumentation and data collection procedures to conduct follow-up studies.
3. Select 20 school districts to conduct follow-up studies of students who exited school in the 1987-88 school year.
4. Prepare training materials and train personnel in data collection procedures.
5. Assist and monitor the implementation of follow-up data collection activities.
6. Design instrumentation and data collection procedures to conduct follow-along studies.
7. Based on an analysis of the follow-up data, develop a technical assistance agreement with each of the 20 school districts which matches the specific needs of the districts with an appropriate level of technical assistance.
8. Monitor timely completion of project activities.
9. Determine effectiveness and utility of project activities/products.
10. Disseminate model processes and outcomes to personnel in other states.
11. Encourage the adoption of model processes in other states and regions.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 800

Professionals/parents receiving services (training) through project activities:

20 Agency personnel
40 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client work experience background data, student/client follow-up status

On Postsecondary Education: Postsecondary education/training demographics

Instrumentation

Locally/Project Developed Instruments: High school program review protocol, post-high school questionnaire

Personnel Involved in Evaluation Activities: Project Director, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: OSERS, advisory board, state agency

PROJECT PRODUCTS:

Product	Date Available
Training manual	Currently available
Project developed instruments	Currently available
Journal articles	5/91
Replication manual	9/89

PROJECT TITLE:
A Tracking and Intervention Model for Students at Risk of Dropping Out of Special Education Programs in Washington

INSTITUTE #: 208

COMPETITION #: 84.158R

PROJECT DIRECTOR: Phyllis Levine

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/92

CONTACT PERSON: Phyllis Levine

PRIMARY GRANTEE:
University/four year college

MAILING ADDRESS:
College of Education
Experimental Education Unit WJ-10
University of Washington
Seattle, WA 98195

GEOGRAPHIC AREA SERVED:
Part of a county

TELEPHONE #: 206-543-4911

PROGRAM PURPOSE: To develop and implement strategies for solving the dropout problem of disabled students in suburban settings. First, to develop and implement a follow-along system capable of flagging at-risk students early enough that appropriate interventions can prevent their dropping out. Second, to test four models of intervention programs feasible in suburban districts.

PROJECT FOCUS:
1. Implement the follow-along and case manager intervention systems in Issagwan School District; implement the follow-along system in the Northshore School Districts.
2. Develop and implement a tracking system to identify at-risk students.
3. Collect longitudinal postschool data on students who exit the school system; analyze data and compile summary reports.
4. Develop an in-school case manager system for at-risk students--District 1.
5. Develop an in-school and out-of-school mentor program for at-risk students--District 1; disseminate first year data report.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 300

Professionals/parents receiving services (training) through project activities:
8 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, goal free, decision making, discriminant analysis

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, dropout history/in-school history

Instrumentation

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, brochure/pamphlet

Audience: Consumers, OSERS, Transition Institute, school districts

PROJECT PRODUCTS:

Product	Date Available
Brochure	9/89
Newsletter	9/89
Student handbook	1/91
Training manual	1/91
Project developed instruments	Currently available
Journal articles	1/90
Replication manual	1/92
Data reports	Currently available

COMPETITION PROFILE: CFDA 84.158N

TRAINING AND EMPLOYMENT MODELS FOR YOUTH WITH SEVERE HANDICAPS

INITIAL COMPETITION 2/12/88

PURPOSE OF COMPETITION

The purposes of this priority were to develop, demonstrate, and disseminate models for preparation and placement of youth with severe handicaps in supported work prior to leaving school. This includes introduction of these youth to adult service agency support networks.

Emphases include (1) partnerships with employers and measurement of employer satisfaction, (2) program evaluation to include outcome measures such as initial employment status, (3) working relationships between educational agencies and supported work efforts at state or local level, and (4) working partnerships with families which demonstrate a commitment to maximizing independence.

The intended outcomes include the placement of youth with severe handicaps in supported employment.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $1,000,000 was expected to be available for up to ten projects.

NUMBER OF GRANTS AWARDED

Ten grants were awarded under this competition.

DURATION

Project support was available for up to three years under this competition subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158N PROFILES

PRIMARY GRANTEE

Of the ten grants in this competition three were awarded to public schools, three to private not-for-profit agencies, two to universities, one to a state agency and one to an association for retarded citizens.

COOPERATING AGENCIES

All ten projects reported one or more cooperating agencies. Five projects are cooperating with public schools, three with universities, three with private not-for-profit agencies. Six projects reported cooperating with state agencies and six with local education agencies, two with community colleges, two with city agencies, two with community rehabilitation facilities, and two cooperated with JTPAs. Three reported cooperation with profit-making agencies. In addition the following were each mentioned once as a cooperating agency: an association for retarded citizens, a community workshop, a research institution, and a private school.

PROJECT PARTICIPANTS

Nine of the ten projects indicated direct service provision to 828 persons. Approximately 2545 persons will be impacted by the ten projects according to their estimates.

The handicapping condition most frequently served by this competition is mental retardation, followed by multiple handicaps and learning disabilities. Also served are those with the handicapping conditions of autism, emotional disorder, developmental disability, communication disorder, cerebral palsy, and behavioral disorders.

Ten projects reported on the provision of related service components. Three hundred forty-five teachers are receiving services and training from nine projects. One hundred sixty business and industry personnel will receive service from six projects. One hundred twenty-five agency personnel are receiving services from five projects. Six projects are providing service to 40 of their staff also.

PRODUCTS

Each of the projects reported on product development. Six indicated the production of articles. Five reported on the production of brochures, and four the development of a parent brochure. Four indicated the development of instruments, four the production of a replication manual, and four the development of a slide presentation. Three projects reported on development of a training manual, three indicated development of a curriculum, three reported production of a video presentation, and two projects indicated the development of a newsletter.

OBJECTIVES

Each product reported on project objectives. The major emphases of these objectives are in manpower training, dissemination and continuation, training, and program development.

PROJECT EVALUATION PLAN

Most of the projects are using a goal-based approach to evaluation. Other approaches used by the projects in this competition include systems analysis, goal free, connoisseurship, and case study. Current evaluation activities are being conducted by the project staff, including one staff evaluator, and by advisory committee members. Instrumentation for assessment throughout the projects include a full range of commercially available and locally developed tools.

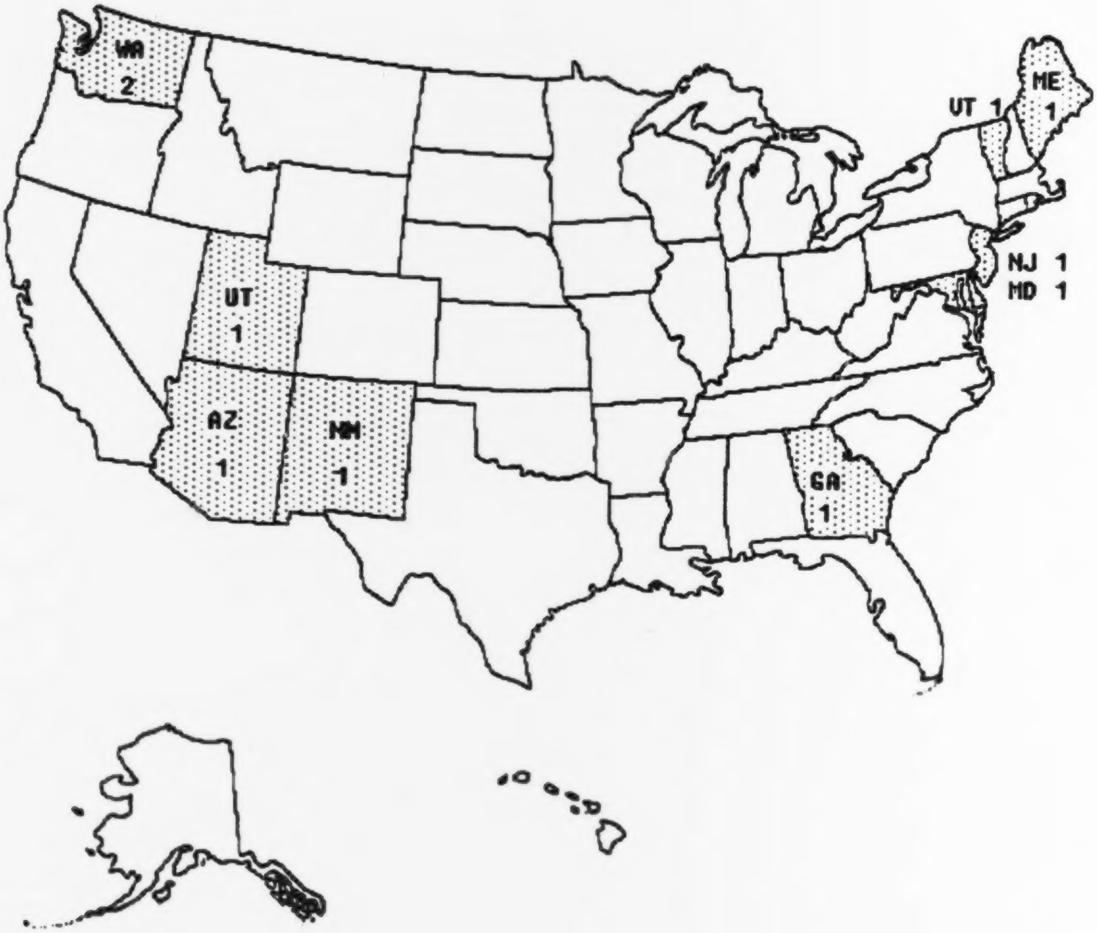
GEOGRAPHIC AREA SERVED

Five of the projects report serving a metropolitan area with a public transportation system. One serves a county, three a region within a state, and one is providing statewide services.

Location of 84.158N Projects

Geographic Distribution of Current 84.158N Projects
as of May 1989

(N = 10)



PROJECT TITLE:
Project T-QUAL

PROJECT DIRECTOR: Betsy Bounds/
Daniel Perino

MAILING ADDRESS:
Tucson Unified School District
Special Education Dept.
1010 E. 10th Street
Tucson, AZ 84717

TELEPHONE #: 602-798-2662

INSTITUTE #: 193

COMPETITION #: 84.158N

PROJECT START DATE: 9/1/88
PROJECT END DATE: 9/1/91

PRIMARY GRANTEE:
Public secondary school

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: Project T-Qual will assist students with severe handicaps to experience a successful transition from school to employment and to become integrated into community environments. To achieve this goal, the project staff will develop, demonstrate, and disseminate a comprehensive school and community based vocational training model that will prepare and place students with severe handicaps into supported work prior to leaving school.

PROJECT FOCUS:
During FY 1988-89 the following activities will be accomplished:
1. Survey & identify community employers who are interested in working with project staff.
2. Identify 50 students with severe handicaps and administer the quality-of-life questionnaire.
3. Conduct inservice training for project staff.
4. Initiate community-based career exploration & vocational assessment.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 54

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 54

Handicapping Condition	No. Served	Age Range
Severe autism	2	16-22
Severe emotional disorder	7	16-22
Severe mental retardation	18	16-22
Severe multiple handicap	27	16-22

Professionals/parents receiving services (training) through project activities:
54 Parents
50 Business/industry personnel
25 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, intake/referral information, number receiving direct or related services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

Instrumentation

Commercially Available Instruments Used by Projects: WISC-R, SSSQ, Quality of Life Questionnaire and Ecological Inventory

Locally/Project Developed Instruments: Employee/Supervision Critique Form an Employee/Supervision Survey, Parent/Student Interview Form, Parent/Student Follow-up Survey and Employer Interest Form, Transition Planning Form

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, 3rd party Evaluator, Program evaluator, Project consultant

Type of Evaluation Reporting and Audience

Type: Executive summary, brochure/pamphlet

Audience: OSERS, Transition Institute, advisory board, state agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Parent handbook	Currently available
Training manual	Currently available
Video tape	Currently available

PROJECT TITLE:
Supported Employment for Youth with
Severe and Profound Handicaps through
Interagency Collaboration

PROJECT DIRECTOR: Paul Alberto

PROJECT COORDINATOR: Nancy Elliott

CONTACT PERSON: Nancy Elliott

MAILING ADDRESS:
Dept. of Special Education
Georgia State University
Atlanta, GA 30303

TELEPHONE #: 404-651-2310

INSTITUTE #: 197

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/91

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To develop an interagency cooperative supported employment placement and training program in three counties in Georgia.

PROJECT FOCUS:

1. Place three to six adults into supported employment.
2. Train teachers and paraprofessionals from two LETs.
3. Train 8-10 RSA job coaches.
4. Train staff from two county MRSC (mental retardation service centers).
5. Develop vocational program (comprehensive, longitudinal, community-based) in one LEA.
6. Develop parent groups in two counties with parents of adults and transitional students.
7. Establish State Advisory Panel to include business, labor dept., RSA, SEA, DMR, parent, and university.
8. Establish interagency transition team in two counties.
9. Develop awareness program in identified counties about supported employment.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 80

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 40

Handicapping Condition	No. Served	Age Range
Moderate autism	1	16-22
Severe autism	1	16-22
Moderate deafness/blindness	1	16-22
Severe deafness/blindness	1	16-22
Moderate mental retardation	13	16-22
Severe mental retardation	13	16-22
Moderate multiple handicap	5	16-22
Severe multiple handicap	5	16-22

Professionals/parents receiving services (training) through project activities:

32 Parents
20 Business/industry personnel
Paraprofessionals
20 Agency personnel
16 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, goal free, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities

Instrumentation

Locally/Project Developed Instruments: Associated Workskills and Student Evaluations, Employment Outcome Checklist-Project, Employer outcome checklist, Parent survey based on Wechman-Project, High School Work History Form-Project

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, 3rd Party Evaluator, Principal Investigator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, advisory board, state agency, Dept. of Education

PROJECT PRODUCTS:

Product	Date Available
Training manual	6/90
Project developed instruments	9/90
Slide presentation	9/90
Video tape	9/91
Replication manual	9/91

PROJECT TITLE:
Putting Disabled Persons to Work: A Business-Education Partnership

PROJECT DIRECTOR: Richard Balser

PROJECT COORDINATOR: Brenda Harvey

CONTACT PERSON: Richard Balser

MAILING ADDRESS:
22 Bramhall St.
Portland, ME 04102

TELEPHONE #: 207-871-2463

INSTITUTE #: 195

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/91

PRIMARY GRANTEE:
Private non-profit agency
Hospital

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: The project will demonstrate how three entities in a community--the school, the municipality, and private business represented by local chambers of commerce--can work jointly to upgrade curriculum and provide practical work experience for high school age youth with severe handicapping conditions.

PROJECT FOCUS:
1. Parent development.
2. Employer development.
3. Student development.
4. Project evaluation.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 226

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 226

Handicapping Condition	No. Served	Age Range
Dropout	12	15-20
Mental retardation	42	15-20
Mild learning disability	102	15-20
Mild multiple handicap	12	15-20
Language impairment	12	15-20

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal free, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status, chambers of commerce

On Postsecondary Education: Postsecondary education/training demographics, level of direct service provided by project

Instrumentation

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, 3rd Party Evaluator, HIP staff, Principal Investigator, Project Manager

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary, brochure/pamphlet, Handbook

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency, schools

PROJECT PRODUCTS:

Product	Date Available
Newsletter	Currently available
Project developed instruments	Currently available
Curricula	Currently available
Journal articles	Not indicated
Handbook	Currently available

PROJECT TITLE:
Supported Employment for Youth with Handicaps Through Interagency Collaboration

PROJECT DIRECTOR: Richard G. Luecking

CONTACT PERSON: Richard G. Luecking

MAILING ADDRESS:
Trans Cen
230 N. Washington St.
Rockville, MD 20850

TELEPHONE #: 301-424-2002

INSTITUTE #: 198

COMPETITION #: 84.158N

PROJECT START DATE: 8/1/88
PROJECT END DATE: 7/31/91

PRIMARY GRANTEE:
Private non-profit agency

GEOGRAPHIC AREA SERVED:
Part of a county

PROGRAM PURPOSE: The project's goal is to ensure that students of Montgomery County Public Schools with severe disabilities obtain supported employment while still in school, and upon graduation, retain that employment.

PROJECT FOCUS:
During FY 1989: six 1989 graduates placed and trained in supported work settings; six 1990 graduates trained at rotational job training sites; six 1991 graduates trained at rotational job training sites; development of Needs Assessment Package for Year One replication site; and development of consolidated IEP/IHP for Year One graduates.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 135

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 18

Handicapping Condition	No. Served	Age Range
Severe mental retardation	10	19-25
Profound mental retardation	2	19-24
Severe multiple handicap	4	19-24
Profound multiple handicap	2	19-24

Professionals/parents receiving services (training) through project activities:
10 Teachers
7 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client employment status, student/client outcome status, intensity of training program costs

On Employers: Employer characteristics/demographics, employer collaboration level, employer satisfaction with student/client, project activities

On Postsecondary Education: Postsecondary education/training outcomes

Instrumentation

Locally/Project Developed Instruments: Work site analysis, Job development contact and Model replication checklist, Student work evaluation, Student performance data and Teacher training evaluation rating scale, employer survey and parent survey, staff activity logs

Personnel Involved in Evaluation Activities: Project Director, Project Staff, Advisory Board, 3rd Party Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, advisory board, Replication sites

PROJECT PRODUCTS:

Product	Date Available
Project developed instruments	Currently available
Journal articles	1/90
Replication manual	4/91

PROJECT TITLE:
Transition from School to Work through Supported Employment

PROJECT DIRECTOR: Rebecca S. McDonald

PROJECT COORDINATOR: Lucinda Gabri

CONTACT PERSON: Rebecca S. McDonald

MAILING ADDRESS:
Association for Retarded Citizens/
Union County
11225 S. Avenue
Plainfield, NJ 07062

TELEPHONE #: 201-754-5910

INSTITUTE #: 199

COMPETITION #: 84.158N

PROJECT START DATE: 9/1/88
PROJECT END DATE: 8/31/91

PRIMARY GRANTEE:
Association for Retarded Citizens

GEOGRAPHIC AREA SERVED:
County

PROGRAM PURPOSE: Over a three-year period this project will place 30 students from Union County in supported employment prior to exiting special education services.

PROJECT FOCUS:
1. Placement of 10 students into supported employment.
2. Development of transition plans for same students.
3. Successful transition of eight students into employment post graduation.
4. Orientation and training for personnel of participating school districts.
5. Parent and family training on transition from school to work.
6. Development of interagency cooperative agreements for transition.
7. Development of guidelines for community-based curriculum.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 50

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Moderate mental retardation	10	18-21
Severe mental retardation	8	18-21
Severe multiple handicap	10	18-21

Professionals/parents receiving services (training) through project activities:
50 Parents
10 Business/industry personnel
4 Project staff
10 Agency personnel
10 teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, individual parent family satisfaction

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status, employment status over time

Instrumentation

Locally/Project Developed Instruments: Associated workskills and student evaluations, integration checklist, employer satisfaction rating scale, student job interests and preference, parental surveys and service/support and needs, student, parent, and school satisfaction, various ecological inventory, job analysis, and task Analysis

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board, UAP consultant for interim and summative

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, monograph, journal articles, technical assistance report

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency, parent training & support groups, TASH, CEC, AAMR

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	12/90
Slide presentation	12/90
Curricula	8/91
Journal articles	12/91
Replication manual	12/91
Guidelines	12/91

PROJECT TITLE:
Transition Model for Supported Employment

PROJECT DIRECTOR: Brennan Mahoney

PROJECT COORDINATOR: Mike Grange/
Judy Schaltzman

CONTACT PERSON: Brennan Mahoney

MAILING ADDRESS:
Albuquerque Public Schools
725 University Blvd.
Albuquerque, NM 87125

TELEPHONE #: 505-842-3741

INSTITUTE #: 196

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/88

PROJECT END DATE: 9/30/91

PRIMARY GRANTEE:
Public secondary school

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To train paraprofessionals to provide job coach services, develop job training sites for students with severe disabilities (120 over three years), provide direct job coach services to same, gain competitive employment for students prior to graduation, refer students to Vocational Rehabilitation and adult service providers for continuation of supported employment prior to graduation, develop project manuals and products, develop resources for continuation funding.

PROJECT FOCUS:
Oct 88: Interview for new positions.
Nov 88: Employ staff, preservice training, presentations
Dec-Jan: Solicit referrals, register students, home visits, job development/placement.
Jan-June: Training/fading, referrals to adult services.
July-Aug-Sept: Follow along, develop draft manuals and products (manuals: implementing school based supported employment and training paraprofessionals as job coaches).

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Severe autism	15	16-22
Severe behavioral disorders	5	16-21
Severe communication disorders	20	16-21
Severe learning disability	20	16-21
Moderate mental retardation	20	16-21
Severe mental retardation	40	16-21
Severe multiple handicap	10	16-21

Professionals/parents receiving services (training) through project activities:
200 Parents
100 Teachers
25 Agency personnel
50 Business/industry personnel
15 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/ client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WAIS, Leiter and Stanford Binet, Bennett Mechanical Comprehension Test, Bennett Hand Tool Dexterity Test, Valpar and Career Aptitude Placement Survey, McCarron-Dial Vocational Eval. System, Career Occupational Placement System, Vocational Assessment & Curriculum Guide and General Aptitude Test Battery, Peabody Picture Vocabulary Test and Speech & Language Pathologist's Report

Locally/Project Developed Instruments: Associated Workskills and Student Evaluations, Employer Satisfaction Rating Scale and Employer Evaluation of Student, Parent/home, Student and Teacher Input, Parent, Student and Employer Satisfaction, Employer Contact Logs, Job Site Analysis, Task Analysis, Probes Environmental Inventories and Consumer Analysis, Job Coach Evaluations

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board, Chief project consultant

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: Consumers, OSERS, Transition Institute, advisory board, VR, DD, adult service agencies

PROJECT PRODUCTS:

Product	Date Available
Brochure	12/90
Training manual	12/90
Slide presentation	12/90
Video tape	12/90
Curricula	12/90
Journal articles	9/91

PROJECT TITLE:
The Supported Employment Placement Project

PROJECT DIRECTOR: John McDonnell

PROJECT COORDINATOR: Brad Ferguson

CONTACT PERSON: Brad Ferguson

MAILING ADDRESS:
Department of Special Education
221 MBH University of Utah
Salt Lake City, UT 84112

TELEPHONE #: 801-581-3330

INSTITUTE #: 202

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/91

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To develop a comprehensive educational model that will place students with severe disabilities who are between the ages of 19 and 22 years of age in supported employment programs prior to their leaving school. The Supported Employment Placement Project (SEPP) will develop and field test an employment model in three school districts. The model will be replicated in three additional school districts that will include both urban and rural areas.

PROJECT FOCUS:
From 10/88 to 9/89: Orient state agencies to SEPP model, obtain written interagency agreement, develop SEPP program operation manual, develop SEPP implementation checklist, establish model classrooms in three cooperating school districts, and conduct annual summer institute for teachers, administrators, and other interested parties.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100

Handicapping Condition	No. Served	Age Range
Moderate mental retardation	20	19-22
Severe mental retardation	40	29-22
Severe multiple handicap	40	29-22

Professionals/parents receiving services (training) through project activities:
4 Teachers Classroom assistants

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client work experience background data, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers: Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

On Postsecondary Education: Level of direct service provided by project

Instrumentation

Locally/Project Developed Instruments: Staff Evaluation Form, employer satisfaction and parent satisfaction

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, state agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Project developed instruments	Not indicated
Journal articles	Not indicated
Replication manual	10/89
Annual Summer Institute	10/89

PROJECT TITLE:
Vermont's School Based Employment Model

PROJECT DIRECTOR: Susan Brody Hasazi

PROJECT COORDINATOR: William Sugarman

MAILING ADDRESS:
Special Education, Social Work and
Social Services
405 Waterman UVT
Burlington, VT 05405

TELEPHONE #: 802-656-2936

INSTITUTE #: 194

COMPETITION #: 84.158N

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/91

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: The purpose of this project is to design, implement, and evaluate a model supported employment program which will increase employment prospects for secondary students with severe handicaps. Project goals are aimed at: (1) Developing local and regional service delivery plans for supported employment, transition services and academic programs, to train teachers to deliver supported employment (job development, assessment, on-the-job training, follow-up, and advocacy) to students with severe handicaps, primarily emotional disabilities and learning impairments, (2) working with parents, teachers and administrators to ensure model coherency and the availability of academic and vocational experiences in the students local schools/communities.

PROJECT FOCUS:
1. Identify desired educational outcomes.
2. Identify learning experiences that lead to #1.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Severe emotional disorder	5	16-22
Moderate mental retardation	62	16-22
Severe mental retardation	5	16-22
Language impairment	12	16-22

Professionals/parents receiving services (training) through project activities:
20 Parents
20 Business/Industry personnel
5 Project staff
20 Agency personnel
20 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Individual Skill Summary and Job Skill Inventory

Locally/Project Developed Instruments: Task Analysis based on Job Requirements, Task Direct skill and Task Social Skill, Supervisor Evaluations, Trainee Reports and Parent Questionnaire, Job Development Log

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: OSERS, state agency

PROJECT PRODUCTS:

Product	Date Available
Replication manual	Currently available

PROJECT TITLE:
Interagency Transition Partnership

PROJECT DIRECTOR: Kris Hirschmann/
Evie MacCuaig

PROJECT COORDINATOR: Evie MacCuaig

CONTACT PERSON: Rich King

MAILING ADDRESS:
Tacoma Public Schools
PO Box 1357
Tacoma, WA 98401

TELEPHONE #: 206-596-1054

INSTITUTE #: 200

COMPETITION #: 84.158N

PROJECT START DATE: 9/1/88
PROJECT END DATE: 8/31/91

PRIMARY GRANTEE:
Local education agency

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: Tacoma Public Schools in partnership with Pierce County Social Services Department and VADIS of Pierce County propose a blending of staff and fiscal resources in order to (1) increase placement of severely handicapped youth into individual supported jobs prior to high school graduation and (2) coordinate the provision of on-going support in those jobs following graduation.

PROJECT FOCUS:
1. Develop interagency agreement.
2. Define liability issues.
3. Hire job placement specialist/job coach at VADIS.
4. Develop student selection/referral process.
5. Placement of 4-7 youth into permanent supported jobs prior to graduation.
6. Coordinate school to county support transfer.
7. Develop individual, unpaid job experience for 20 students/year 8.
8. Refine support needs assessment.
9. Develop assessment procedural manual.
10. Conduct parent training workshops.
11. Develop measurement instruments.
12. Prepare annual report.
13. Prepare written model description.
14. Present at a state conference.
15. Build parent participation in job finding activities.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 40

Handicapping Condition	No. Served	Age Range
Severe cerebral palsy	10	18-33
Moderate developmental disability	30	18-33
Severe developmental disability	20	18-23

Professionals/parents receiving services (training) through project activities:

50 Parents
Agency personnel
2 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers: Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities

Instrumentation

Commercially Available Instruments Used by Projects: WISC-R, Support Needs Assessment and Discharge Summary-Goodwill, ICAP, Passages, PIC and WROIT

Locally/Project Developed Instruments: Case notes-job coaching, Individual placement job checklists and Criteria for Independence Checklist, Transition Plan, Needs Assessment and Teacher Criteria, Referral form

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Staff Evaluator, Job Coach

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: OSERS, Transition Institute, school board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently Available
Parent handbook	9/89
Slide presentation	1/90
Journal articles	1/90

PROJECT TITLE:
The LOGICal Approach to Supported Employment

PROJECT DIRECTOR: Judy Schrag

PROJECT COORDINATOR: Carla Jackson

CONTACT PERSON: Carla Jackson

MAILING ADDRESS:
Office of the Superintendent of Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504

TELEPHONE #: 206-753-6733

INSTITUTE #: 201

COMPETITION #: 84.158N

PROJECT START DATE: 8/1/88
PROJECT END DATE: 7/31/91

PRIMARY GRANTEE:
State agency(s), SEA-Washington; DD, DVR, Washington Supported Employment

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: Our goal is to improve access to and placement in supported employment for students at graduation. To reach this goal, the LOGIC project proposed the following objectives: (1) To improve the competence and capacity of teachers, agencies, and parents to impact student preparation and placement in supported employment; (2) To install and support four novel approaches to developing supported employment based on needs of local committees; (3) To evaluate the effectiveness of each approach; (4) To package and disseminate decision-making guidelines for replication by interested counties, LEAs, parents and state officials.

PROJECT FOCUS:

1. Development of a collaborative checklist for supported employment, teacher job training competencies; quality indicators; joint agency agreements and a vendor director.
2. Select five sites for project development.
3. Perform initial training of sites.
4. Finalize evaluation design and develop evaluative tools.
5. Develop a network of interested LEAs, parents, teachers and counties.
6. Provide a one-day session for the groups listed in #5.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Moderate autism	24	18-33
Severe autism	2	18-23
Severe deafness/blindness	1	18-23
Moderate mental retardation	80	18-23
Severe mental retardation	40	18-23
Profound mental retardation	5	18-23
Moderate multiple handicap	10	18-23
Severe multiple handicap	6	18-23
Profound multiple handicap	2	18-23

Professionals/parents receiving services (training) through project activities:

65 Parents	50 Agency personnel
10 Business/industry personnel	250 Teachers
7 Project staff	

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, job choice

On Employers: Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: Vocational Matrix

Locally/Project Developed Instruments: Supported Employment Checklist, Rating Scale (to be developed), Site feasibility form

Personnel Involved in Evaluation Activities: Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, Transition Institute

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	11/89
Parent handbook	10/90
Slide presentation	3/91
Vendor Directory	Currently available
Supported employment checklist	Currently available
Guidelines for cooperative contracting	

COMPETITION PROFILE: CFDA 84.078C

POSTSECONDARY EDUCATION PROGRAMS FOR HANDICAPPED PERSONS: DEMONSTRATION PROJECTS

INITIAL COMPETITION: 3/7/85
SECOND COMPETITION: 12/16/85
THIRD COMPETITION: 12/8/86
FOURTH COMPETITION: 12/18/87

PURPOSE OF COMPETITION

The purpose of this competition was to provide assistance for the development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for individuals with handicapping conditions. The absolute priority for this competition was for model projects of supportive services to individual's with handicapping conditions, other than deafness, that focus on specially adapted or designed educational programs that coordinate, facilitate, and encourage education of these individuals with their nonhandicapped peers. Applicants were encouraged to consider program and curricular adaptations or modifications, or the creation and enhancement of placement linkages that would improve the transition to work. In the initial competition applicants were encouraged to develop models of generic postsecondary services for students which improve the transition to work, including program adaptation, curricula design and modification, program organization, and placement linkages.

Projects in vocational technical schools and institutions, and at community colleges and other two-year institutions were especially invited.

Projects were to produce information and practices which would facilitate their replication in other agencies and improve work opportunities for persons with handicaps who are served in postsecondary settings.

The next two competitions also focused on the absolute priority of the initial competition; however, the invitational priority for the second and third competitions specified a focus on individuals with specific learning disabilities. The third competition also emphasized a focus on new or innovative models of improved support services, curricular modifications, and/or program adaptations for learning disabled students. The fourth competition priority supported model programs that provide development or refinement of employment-related skills to youths with mild and moderate handicaps.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

State educational agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other nonprofit educational agencies were eligible for each of the four competitions.

FUNDS AVAILABLE

Approximately $1,000,000 was available for support of an estimated 12-14 new grants in fiscal year 1985. The approximate amount available for the second competition (fiscal year 1986) was $800,000 for support of 12 new demonstration projects. The approximate funds available for FY1987 was $1,000,000 for an estimated 10 awards. In FY1988 the approximate amount of funds for 11 awards was $1,000,000.

NUMBER OF GRANTS AWARDED

In FY1985, 14 demonstration grants were awarded, and in FY1986, 13 new demonstration grants were awarded. Twenty new grants were awarded in FY1987 and 11 in FY1988.

DURATION

For FY1985 and FY1986, grant approval was for two- and three-year periods subject to an annual review of progress and availability of funds. For FY1987, grant approval was for one-, two-, and three-year periods, and for FY1988, grant approval was for a three-year period. A total of 24 projects under this competition have expired to date.

SUMMARY OF 84.078C PROJECT PROFILES

PRIMARY GRANTEE

Eighteen universities and 10 community colleges received grant awards under this competition. In addition two local education agencies were awarded grants; two awards were given to private not-for-profit organizations; one private school, two to community rehabilitation agencies and one private school.

PROJECT PARTICIPANTS

The initial competition in 1985 was for projects of supportive services to individuals with handicapping conditions, other than deafness. The second (1985) and third competitions (1986) offered an invitational priority for projects focusing on individuals with specific learning disabilities. The priority for the fourth competition (1987) was for model programs providing development or refinement of employment skills to youths with mild and moderate handicaps.

The 35 current projects report 4,902 persons receiving direct service. These projects were also asked to estimate the total number of persons who will receive benefit from services such as dissemination and training. These 35 projects indicated approximately 23,345 will be impacted. Seventy-three percent of the target population for this competition have handicaping conditions of learning disability (3,030 young adults) and mental retardation (569). Another 8% have one of three handicapping conditions: behavioral disorders (161); chronic mental illness (141); and physical handicap (98).

Thirty-five projects indicated the provision of related service components. Nineteen projects report service and training to 1,350 teachers. Seventeen projects are providing services to 575 agency personnel, and 402 business and industry personnel are receiving services from 12 projects. Nine projects are providing training to 420 parents. Twenty-five projects reported providing training to 146 of their project staff.

COOPERATING AGENCIES AND ORGANIZATIONS

Thirty-four projects indicated involvement with cooperating agencies or organizations. The most frequently reported agencies were public secondary schools (13) and community colleges (12). Six projects reported cooperation with universities, six with private not-for-profit organizations, and six with ACLDs. Four indicated cooperation with local education associations. Three indicated cooperation with city agencies, two interaction with private schools, and two cooperation with JTPAs. One project reported on cooperation with a research institution, while one other indicated cooperation with a profit making agency.

PRODUCTS

All projects reported developing products. The products most commonly reported by projects in this competition are brochures (25) and publishing articles (23). About half of the projects indicated project products of training manuals (18), instruments (17) and curricula (16). Products also reported frequently are videos (13), replication manuals (12), and newsletters (9). Projects also expect the production of student handbooks (7), slide presentations (6), and parent handbooks (2).

PROJECT EVALUATION PLAN

The evaluation approaches most commonly used by the projects in this competition are goal-based, system analysis, and professional review. Also used are case study, decision-making, and goal free. Project staff and advisory boards are involved in the evaluation. About a third of the projects use staff evaluators, and about a third report using a third party evaluator.

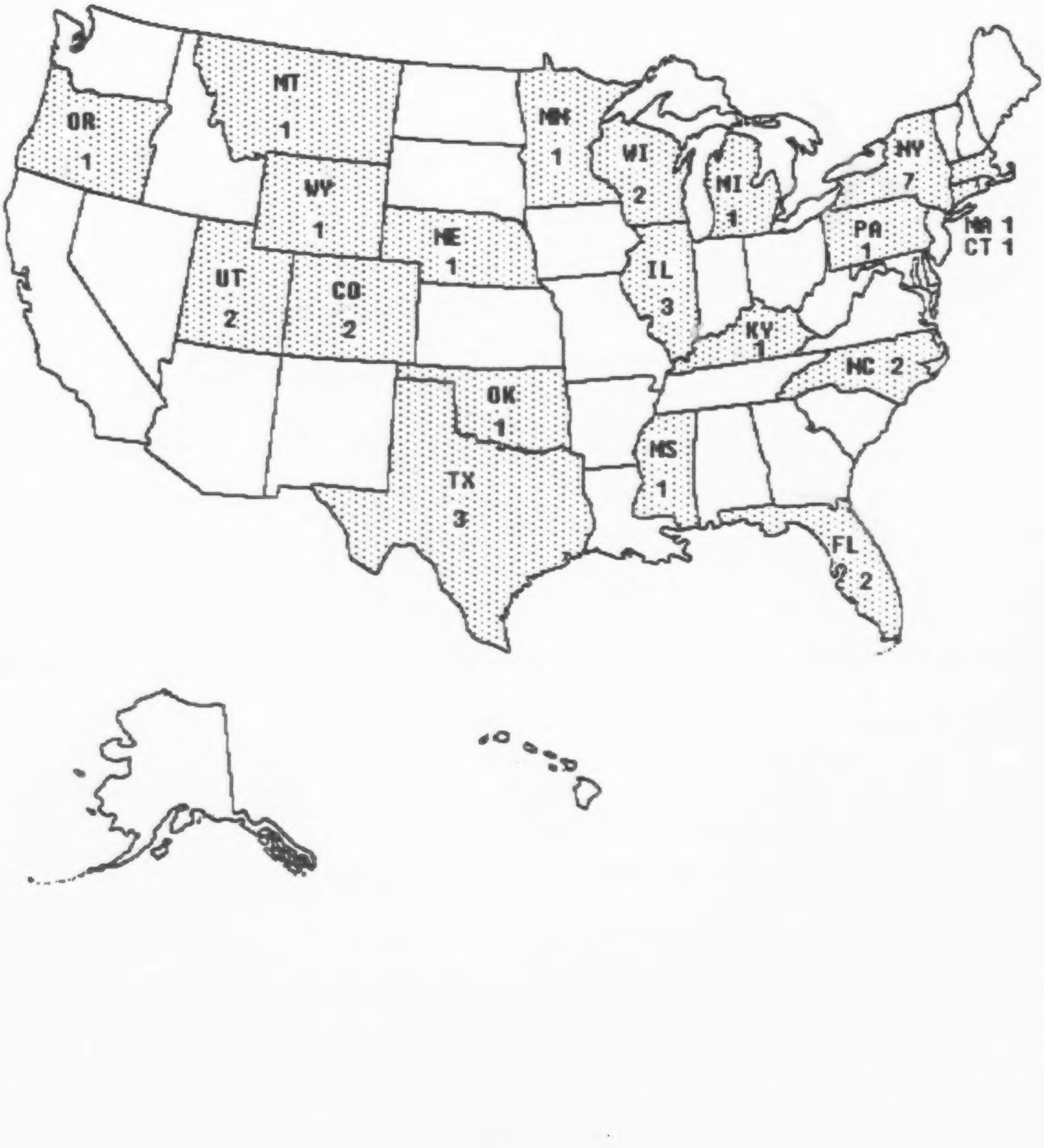
GEOGRAPHIC AREA SERVED

Of the 35 projects reporting, 14 reported serving a major metropolitan area. Three report serving a countrywide area, and 13 serve a region within a state. Four report serving a statewide area, and one project serves a region of the country.

Location of 84.078C Projects

Geographic Distribution of Current 84.078C Projects
as of May 1989

(N = 35)



PROJECT TITLE:
Model Program for Referral and Training of Adult LD Students

INSTITUTE #: 151

COMPETITION #: 84.078C

PROJECT DIRECTOR: Bill Richards

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/89

PROJECT COORDINATOR: Betsy Cabell

MAILING ADDRESS:
Community College of Denver
Box 600
111 W. Colfax
Denver, CO 80204

PRIMARY GRANTEE:
Community/junior college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation

TELEPHONE #: 303-741-4508

PROGRAM PURPOSE: To facilitate education of learning disabled students on campus (which houses three institutions) by increasing faculty and staff awareness of characteristics and needs of LD adults and by providing specific vocational services for LD students.

PROJECT FOCUS:

1. The continued refinement of our diagnostic and assessment area has allowed staff to meet the needs of students during a time of great expansion. We are receiving inquiries from a growing number of high school students as well as a growing number of students who are experiencing problems at the university and who are seeking resources and support.
2. Staff at U.-S.T.E.P. can be proud of the quality and quantity of products created which will aid in our recruitment and dissemination process; our Advisory Committee which caused a group of persons to join together and nurture and evaluate the project's success; and the summer program which combined students, teachers, and a newly created curriculum.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 250

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100

Handicapping Condition	No. Served	Age Range
Mild learning disability	75	18-60
Moderate learning disability	20	18-60
Severe learning disability	5	18-60

Professionals/parents receiving services (training) through project activities:
Postsecondary faculty

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, decision making, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, Intake/referral information, Number receiving direct or related services, Student/client demographics, Student/client educational background data, Student/client work experience background data, Assessment results for student/client, Student/client progress in training program, Student/client progress in educational program, Student/client follow-up status, Student/client employment status

On Employers: Employer satisfaction with student/client, project activities

On Postsecondary Education: Level of direct service provided by project, Postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, OASIS, CAPS, CAI-LD, PPVT, WRIOT, Harrington-O'Shea Systems, COPS, COPES, Coopersmith Self-Esteem Survey, Academic Achievement, Basic Achievement Skills Individual Screener, Woodcock-Johnson, Psychoeducational Battery, Wechsler Memory Scale-Revised, Benton Revised, Visual Retention Test

Locally/Project Developed Instruments: Referral checklist, In-service Evaluation Form, Business Advisory Committee Evaluation Form, intake interview, Job Shadow Worksheet/Guide, Referral/screening/assessment/follow-up, data collection for computer tracking

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, Transition Institute, advisory board, conference attendees

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Training manual	Currently available
Video tape	Currently available
Curricula	9/88
Journal articles	Currently available

PROJECT TITLE:
Colorado Community College Consortium for the Learning Disabled Demonstration Project

PROJECT DIRECTOR: Patricia S. Tomlan

PROJECT COORDINATOR: Patricia S. Tomlan

MAILING ADDRESS:
Community College of Aurora
791 Chambers Road
Aurora, CO 80011

TELEPHONE #: 303-741-1003

INSTITUTE #: 152

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
Community/Junior College

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To disseminate information on characteristics of and teaching of learning disabled students to the community colleges in the State of Colorado. To utilize the "trainer of trainers" model of staff development/personnel preparation. To develop model programs impacting on services to LD community college students through: assessment, intervention and a three credit course on "mainstreaming" for teachers/faculty/staff at two year institutions.

PROJECT FOCUS:

1. Advisory committee which caused a group of persons to join together and nurture and evaluate the project's success.
2. The summer program which combined students, teachers, and a newly created curriculum.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100

Handicapping Condition	No. Served	Age Range
Mild learning disability	50	22-45
Moderate learning disability	50	22-45
Severe learning disability	50	22-45

Professionals/parents receiving services (training) through project activities:
Postsecondary faculty

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status

On Postsecondary Education: Postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation and project activities

Instrumentation

Commercially Available Instruments Used by Projects: Detroit Test of Learning Aptitudes, Test of Adolescent Language, Auditory-Verbal Learning Task, Adaptive Behavior Checklist (informal), Woodcock Reading Mastery-Revised and TWS, Wechsler Memory Scale-Revised, Benton Revised Visual Retention Test

Locally/Project Developed Instruments: LD Adaptations/Accommodations Observation, Site Trainer Competency Checklist, Assessment Checklist, CCCLD Intake Interview, Pre/Post Attitude Survey-Faculty

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board, Third Party Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, Transition Institute, advisory board

PROJECT PRODUCTS:

Product	Date Available
Product	Currently available
Newsletter	Currently available
Training manual	Currently available
Videotape	Currently available
Journal articles	Currently available

PROJECT TITLE:
The Northeast Technical Assistance
Center for LD College Programming

PROJECT DIRECTOR: Loring Brinckerhoff

MAILING ADDRESS:
U-64, Dept. of Educational Psychology
LD College Unit
University of Connecticut
Storrs, CT 06268

TELEPHONE #: 203-486-4032

INSTITUTE #: 153

COMPETITION #: 84.078C

PROJECT START DATE: 8/1/87
PROJECT END DATE: 7/31/90

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Region of nation (more than one state)

PROGRAM PURPOSE: To encourage and enhance postsecondary programming for learning disabled students. To develop a regional technical assistance center that will implement a variety of model technical assistance activities including workshops, on-site consultation, development of model programs, and dissemination in order to enhance both the quantity and quality of LD college programming efforts in the Northeast

PROJECT FOCUS:
1. Identify technical assistance trainees.
2. Implement state workshops.
3. Provide technical assistance and on-site training to trainees at the center and in their own site.
4. Establish model programs in the region.

Professionals/parents receiving services (training) through project activities:
120 Postsecondary faculty/administrators
20 Legislators
24 Receiving extensive technical assistance

PROJECT EVALUATION PLAN:

Evaluation approach(es): Decision making

Type of Data/Information Being Collected

Personnel Involved in Evaluation Activities: Project Director, students (225 hrs.)

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, state agency, professional associations

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not indicated
Newsletter	Not indicated
Technical reports	1/90

PROJECT TITLE:
Center for Assessment and Training for the Handicapped

PROJECT DIRECTOR: Carolyn Allen

PROJECT COORDINATOR: Margaret Edmonds/
Walter Johnson

CONTACT PERSON: Carolyn Allen

MAILING ADDRESS:
Valencia Community College
PO Box 3028
Orlando, FL 32802

TELEPHONE #: 407-299-5000

INSTITUTE #: 210

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/91

PRIMARY GRANTEE:
Community/junior college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one country)

PROGRAM PURPOSE: Valencia Community College will provide a model, replicable postsecondary program that develops and refines the employment related skills of students with mild and moderate handicaps and thereby increases the placement rate for handicapped individuals. The project will provide the tools and methods to offer supportive services that enable handicapped persons to complete their postsecondary education and achieve a successful transition to the business world. Valencia will utilize the grant to provide a Center for Assessment and Training which will include a Work Evaluation Program, a Job Readiness and Employability Skills Program, A Co-op Placement Component, a Physical Fitness Assessment and a Job Placement and Follow-up Service. In addition, there will be a comprehensive self-assessment of the A.S. degree programs and employers will be encouraged to expand the accessibility of jobs for qualified handicapped individuals.

PROJECT FOCUS:
1. Establish an Advisory Council for Handicapped Services.
2. Design and establish a work evaluation program.
3. Develop a Job Readiness and Employability Skills program.
4. Provide assistance for the assessment of the fitness needs and training required for each student for the physical endurance.
5. Assess 40 existing vocational programs and transfer programs within Valencia to determine the need for special requirements for handicapped students in order to be successful in the training.
6. Assess tasks required of program-related jobs available within the business and industry community and determine special requirements for handicapped individuals.
7. Provide job sites for cooperative education opportunities.
8. Develop and administer a placement service and follow-up system.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 450

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 450

Handicapping Condition	No. Served	Age Range
Severe brain damage	3	17+
Severe deafness/blindness	16	17+
Severe emotional disorder	7	17+
Severe hearing impairment	8	17+
Severe cerebral palsy	7	17+
Severe epilepsy	4	17+
Severe health impairment	6	17+
Severe learning disability	54	17+
Severe physical handicap	34	17+
Severe spinal cord injury	19	17+
Severe visual impairment	11	17+
Substance abuse	35	

Professionals/parents receiving services (training) through project activities:

27 Agency personnel 16 Business/industry personnel 35 Project staff
10 Undergrad/graduate 1 Seminole Community College 35 Postsec.
Students

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, VR, DSD, SSI and Social Security

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation and project activities, post secondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: APTICOM

Locally/Project Developed Instruments: Employer satisfaction, case history, application and student contact sheet, medical release, employer release, resume worksheet, job search guides

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board, Third Party Evaluator, Project Manager

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, brochure/pamphlet

Audience: Consumers, Transition Institute, advisory board, advisory committee

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not indicated
Project developed instruments	Not indicated

PROJECT TITLE:
Transition from Community College to Employment

PROJECT DIRECTOR: Pat Hackett-Waters

MAILING ADDRESS:
Valencia Community College
P.O. Box 3028
Orlando, FL 32802

TELEPHONE #: 305-299-5000

INSTITUTE #: 154

COMPETITION #: 84.078C

PROJECT START DATE: 8/1/87
PROJECT END DATE: 7/31/90

PRIMARY GRANTEE:
Community/junior college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To create, implement, evaluate, and disseminate a system of support services which facilitates an effective and efficient transition from postsecondary education to appropriate employment for the severely physically disabled

PROJECT FOCUS:
1. Hire program staff.
2. Develop Business Advisory Council.
3. Develop Curriculum in Computer-Assisted Design and Drafting (CADD) and Professional Socialization.
4. Recruit and train 12 disabled students.
5. Develop forms and handbooks.
6. Establish project data base.
7. Place nine program graduates in jobs.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 400

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 69

Handicapping Condition	No. Served	Age Range
Severe cerebral palsy	2	18+
Moderate health impairment	2	18+
Moderate physical handicap	30	18+
Severe physical handicap	14	18+
Severe spinal cord injury	5	18+
Severe traumatic head injury	5	18+
Severe multiple handicap	2	18+

Professionals/parents receiving services (training) through project activities:
50 Agency personnel
5 Project staff
50 Business/industry personnel

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, professional review

Type of Data/Information Being Collected

Commercially Available Instruments Used by Projects: WAIS-R, GATB, Strong-Campbell Interest Inventory, Harrington-O'Shea, MMPI, FIRO-B, WRAT

Locally/Project Developed Instruments: Business Advisory Council Student Evaluation, Grooming Skills Checklist, student evaluations, intake interview, BAC Student Recruitment Interview

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Third Party Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary, brochure/pamphlet

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency, HEATH, JTPA/PIC

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Student handbook	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Slide presentation	Currently available
Videotape	Currently available
Curricula	Currently available
Journal articles	Currently available
Replication manual	6/90

PROJECT TITLE:
TAPE: Technical Assistance for Postsecondary Education

PROJECT DIRECTOR: Sara Cowen

PROJECT COORDINATOR: Sara Cowen

MAILING ADDRESS:
Graham Hall 237
Northern Illinois University
DeKalb, IL 60115

TELEPHONE #: 815-53-111

INSTITUTE #: 155

COMPETITION #: 84.078C

PROJECT START DATE: 8/1/87
PROJECT END DATE: 7/31/90

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: Staff is currently working on creating a system that will capture the numbers and quality of services which we provide. We need to refine our procedures so that we can aptly handle the growing number of students who seek our services without losing track of papers, files, and records.

PROJECT FOCUS:

1. To provide programs to meet the diverse needs of learning disabled individuals. The project includes development, implementation and evaluation of screening instruments to identify and place learning disabled individuals; multisensory instruction in written expression; a tutoring program to match each learning disabled student with a qualified volunteer tutor; an outreach program to provide an opportunity for learning disabled individuals to be identified and attain multisensory reading and spelling instruction in their business setting; individualized educational planning; and career planning and employment skills instruction, followed by the opportunity for job placement activities.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 530

Professionals/parents receiving services (training) through project activities:

25 Agency personnel
7 Project staff

Postsecondary faculty
Peer tutors

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, decision making, professional review

Type of Data/Information Being Collected

On Postsecondary Education: Level of direct service provided by project, postsecondary education/training satisfaction with student/client participation and project activities, postsecondary education/training outcomes, impact of training on direct services

Instrumentation

Locally/Project Developed Instruments: Adult Learning Disabilities Screening, Adult basic education device, faculty checklist, student checklist, case history checklist, analysis checklist, WAIS-R, training evaluation rating scale, intake interview, case history form, informal case history, needs assessment-needs of college

Personnel Involved in Evaluation Activities: Project Director, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: Consumers, OSERS, Transition Institute, advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Videotape	Currently available
Journal articles	Currently available
Training manual for adult LD screening	Currently available

PROJECT TITLE:
Community Scholar Program

PROJECT DIRECTOR: Karen Engstrom

MAILING ADDRESS:
Thresholds
2700 N. Lakeview
Chicago, IL 60614

GEOGRAPHIC AREA SERVED:
Metropolitan area with public
Transportation system

TELEPHONE: 312-880-2497

INSTITUTE #: 214

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/91

PRIMARY GRANTEE:
Private secondary school, residential education/rehabilitation facility (institution), research institute, private non-profit agency

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PROGRAM PURPOSE: The purpose of this program is to expand opportunities in higher education and postsecondary training for persons with mental illness who have recently completed or dropped out of high school. This model will deliver services based on principles of remedial instruction, successive approximation, integration with nonhandicapped peers, ongoing mobile vocational and educational support, student follow-along, and establishment of inter-organizational linkages.

PROJECT FOCUS:

1. The project will involve planning activities with student services staff at local academic institutions and local trade schools.
2. Remedial college prep classes and tutorial services will be provided to assist students attending or preparing for post-secondary education and training.
3. The remedial emphasis will center on computer-based instruction and stress improvement in math and reading, especially as related to vocational issues.
4. A Faculty Awareness Program will be developed and implemented to deliver one and one half hour in-services to staff and professors at local colleges and training centers to make them aware of the special needs of mentally ill students.
5. While engaging in postsecondary training or college preparatory or university classes, students will also be employed part-time at a community placement or independent job.
6. Upon completion of their postsecondary training or education, students will be assisted in negotiating the route to a job commensurate with their new level of abilities through a job club with special focus on obtaining higher level positions.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 120

Handicapping Condition	No. Served	Age Range
Severe chronic mental illness	120	18-35

Professionals/parents receiving services (training) through project activities:

10 Teachers
15 Project staff
20 Administrators
75 Postsecondary/faculty
30 Undergraduate/graduate

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, professional review, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, psychological/psycho-social characteristics

On Employers: Employer characteristics/demographics, employer collaboration level, Level of direct service provided to employer

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation and project activities, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: Test of Adult Basic Education, Thresholds work reporting from, Worksman Social Skill Rating Scale

Locally/Project Developed Instruments: Support Plan Checklist, Thresholds Work Reporting Form, Community Scholar Group Evaluation Form, Goal Attainment Rating Sheet, intake interview protocol and referral form, client satisfaction questionnaire, faculty inservice evaluation questionnaire, community scholar support log, Classroom Achievement Rating

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Staff Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary, brochure/pamphlet

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency, psychosocial agencies

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Training manual	3/91
Curricula	1/91
Journal articles	5/91

PROJECT TITLE:
NIPEP: Northern Illinois Postsecondary Education Project

PROJECT DIRECTOR: Ernie Rose

MAILING ADDRESS:
Dept. of Educational Psychology
and Special Education
Northern Illinois University
240 Graham Hall
DeKalb, IL 60115

TELEPHONE #: 815-753-8465

INSTITUTE #: 116

COMPETITION #: 84.078C

PROJECT START DATE: 8/14/86
PROJECT END DATE: 8/13/89

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To develop and implement a model postsecondary service system for learning disabled students at Northern Illinois University and 17 community colleges in Northern Illinois.

PROJECT FOCUS:

1. Develop a regional system of comprehensive services for postsecondary LD students.
2. Implement with NIPED model in 11 community college sites and NIU.
3. Replicate and evaluate the NIPED model in 6 new sites.
4. Include competencies related to service delivery for postsecondary LD students into existing and new preservice teacher educational programs at NIU.
5. Provide on-going inservice training and technical assistance to additional community colleges/universities throughout the State of Illinois with respect to model development, implementation, and evaluation.
6. Field test and project transition planning inventory in 8 northern Illinois high schools

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,000

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 800

Handicapping Condition	No. Served	Age Range
Mild learning disability	225	18-40

Professionals/parents receiving services (training) through project activities:
29 Faculty
32 Undergraduate students

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, decision making

Instrumentation

Commercially Available Instruments Used by Projects: Woodcock Johnson Psychoeducation Battery, informal essay, Woodcock Johnson SIB (Part 4), information assessment, interview, case history, College Entrance Assessment Batteries, curriculum based assessment instruments

Locally/Project Developed Instruments: Academic probes, Environmental Checklist, Faculty Referral Checklist, NIPEP Utility Checklist, NIPEP Satisfaction Rating Scale, personal interview, student self-referral form, site implementation assessment, consumer follow-up, High School Referral Form

Personnel Involved in Evaluation Activities: Project Director, Advisory Board, Site Advisory Committee, disabled student services consortium

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, advisory board, state agency, community colleges

PROJECT PRODUCTS:

Product	Date Available
Training manual	Currently available
Project developed instruments	Currently available
Abstract	Currently available
Operations manual	Currently available

PROJECT TITLE:
Project Cloverleaf

PROJECT DIRECTOR: Bernard Minnis

PROJECT COORDINATOR: Tom Birmingham

CONTACT PERSON: Tom Birmingham

MAILING ADDRESS:
Durrett Education Center
4409 Preston Highway Room 139
Louisville, KY 40213

TELEPHONE #: 502-456-3008

INSTITUTE #: 219

COMPETITION #: 84.078C

PROJECT START DATE: 8/1/88
PROJECT END DATE: 7/31/91

PRIMARY GRANTEE:
Local education agency

GEOGRAPHIC AREA SERVED:
County

PROGRAM PURPOSE: The goal of Project Cloverleaf is for young adults with mild handicaps to achieve transition into paid, meaningful employment. Project Cloverleaf operates through a four phase assessment process designed to highlight students skills and strengthen weaknesses. After assessment, four educational options are available to participants - Adult Basic Education, Skill Specific Vocational Training, Social/Employability Skills, and Supervised Job Training.

PROJECT FOCUS:

1. Advertise and staff all project positions.
2. Secure printouts of all EMH and LD students in class of 1987.
3. Participate in training activities (staff).
4. Contact potential participants.
5. Hold orientation meeting for interested students.
6. Certify students as a client of Vocational Rehabilitation
7. Schedule participants for comprehensive assessment.
8. Conduct assessments.
9. Develop individual education plans.
10. Contact employers to discuss project.
11. Conduct small group social/employability skills sessions.
12. Facilitate students enrollment in adult education classes.
13. Schedule students into vocational training.
14. Provide individual assistance as needed.
15. Monitor participants' progress, updating IEPs and current skills profiles.
16. Provide training in the use of mass transit.
17. Place students individually in job training sites and provide one-on-one training and monitoring.
18. Publicize project goals and activities.
19. Submit fiscal and performance reports as required by funding agency

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Handicapping Condition	No. Served	Age Range
Mild mental retardation	50	17-22
Mild Learning Disability	50	17-22

Professionals/parents receiving services (training) through project activities:

4 Agency personnel
ECE, Vocational Education - ABE Specialists

5 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client programs in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client and project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation and project activities, postsecondary education/training program

Instrumentation

Commercially Available Instruments Used by Projects: Valpar Work Samples, Mesa, Social/Employability Skills Curriculum, California Achievement Test

Locally/Project Developed Instruments: Employer Evaluation Form, intake interview, individual education plan

Personnel Involved in Evaluation Activities: Project Coordinator, Project Staff, vocational rehabilitation counselor

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: State Agency, vocational rehabilitation, employers, students

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Project developed instruments	Not indicated
Curricula	Not indicated
Replication manual	7/91

PROJECT TITLE:
Adult Human Service Curriculum

PROJECT DIRECTOR: Mary Ellen Brady

CONTACT PERSON: Mary Ellen Efferen

MAILING ADDRESS:
Shriver Center
200 Tapelo Road
Waltham, MA 02254

TELEPHONE #: 617-642-0257

INSTITUTE #: 156

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/30/90

PRIMARY GRANTEE: Other

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To develop, pilot and disseminate a curriculum package to train youth with severe learning disabilities for employment in adult human service agencies. This package will be designed for use by secondary and postsecondary educators, and vocational trainers.

PROJECT FOCUS:
1. Complete mediated supplement for curriculum.
2. Complete review of mediated supplement with advisory board.
3. Pilot mediated curriculum with 17 students through the Threshold Program at Lesley College.
4. Revise mediated curriculum based on pilot results.
5. Finalize arrangements for next year's field test.
6. Present project at Regional Council for Exceptional Children Conference.
7. Co-sponsor conference.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, professional review

Type of Data/Information Being Collected

On Students/Clients: Student/client progress in training program

On Employers: Employer characteristics/demographics

On Postsecondary Education: Postsecondary education/training satisfaction with student/client participation and project activities, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: Curriculum pre- and post-tests

Locally/Project Developed Instruments: Survey of employees, curriculum pre- and post tests

Personnel Involved in Evaluation Activities: Advisory Board, Third Party Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, advisory board, project staff

PROJECT PRODUCTS:

Product	Date Available
Student handbook	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Curricula	Currently available
Journal articles	1/90
Replication manual	1/90
Computer software	1/90

PROJECT TITLE:
Project Test-CORE

PROJECT DIRECTOR: Jack Humbert/
William Weiner

PROJECT COORDINATOR: Keith Queen

CONTACT PERSON: Jack Humbert

MAILING ADDRESS:
Trimpe Building
Western Michigan University
Kalamazoo, MI 49008

TELEPHONE #: 616-387-3720

INSTITUTE #: 216

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: The mission is to generate employment opportunities for blind and visually impaired persons through the acquisition of technical, life survival and employability skills through a training and placement network composed of higher education and secondary and postsecondary vocational education.

PROJECT FOCUS:

1. To provide 20 blind and visually impaired persons with employability skills, life-survival skills that will lead to gainful, competitive employment.
2. To provide vocational education teachers and blind rehabilitation specialist the teaching methods and adaptive equipment skills needed to work with blind and visually impaired persons in securing and maintaining jobs.
3. To provide blind and visually impaired persons with necessary supportive services and jobs needed in making a smooth transition from school to work.
4. To develop an assessment and operational delivery system for rehabilitation counselors, vocational educators, employers and job placement specialists, which will minimize the stereotyping related to meeting the vocational and job placement needs of blind and visually impaired persons.
5. To organize a communication network between higher education, postsecondary education, secondary education and State of Michigan agencies.
6. To develop an adaptive equipment list which can be used to train blind and visually impaired persons in vocational education programs.
7. To recommend models in vocational education evaluation and training for blind and visually impaired persons.

Handicapping Condition	No. Served	Age Range
Severe visual impairment	10	18-60
Profound visual impairment	2	18-60

Professionals/parents receiving services (training) through project activities:

6 Agency personnel	20 Business/industry personnel
10 Teachers	14 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer collaboration level, employer outcome status

Instrumentation

Commercially Available Instruments Used by Projects: Ravens Progressive Matrixes, BETA, multi-instruments, Vocational Assessment and Curriculum Guide, VDARE, San Francisco Vocational Competency, Peabody, WRAT, SRA Reading Career Ability Placement, Michigan Occupational Information System, VALPAR work samples 17, 8, 9, 2, and 14, 16 Personality, SRA Reading/Math Aptitude Test.

Locally/Project Developed Instruments: Independent Living Checklist

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, advisory board, state agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Journal articles	8/90
Replication manual	8/90

PROJECT TITLE:
The LD Transition Project

PROJECT DIRECTOR: Lynda Price

MAILING ADDRESS:
General College
University of Minnesota
106 Nicholson Hall
216 Pillsbury Drive S.E.
Minneapolis, MN 55455

TELEPHONE #: 612-625-5578

INSTITUTE #: 117

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/86
PROJECT END DATE: 9/1/89

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To track 40 LD juniors and 23 LD seniors and gather data on the transition process from high school to their first year in a chosen post-secondary setting; provide information and a vehicle to network with service providers for LD adolescents and adults in the Twin Cities area; develop/implement/evaluate a model for various agencies of different types (i.e., community college, four-year college, private non-profit agency, public school system) to delivery effective services for the targeted population and their families; develop appropriate materials or strategies that would facilitate effective transition from secondary and postsecondary LD populations whenever possible; write, gather, or review professional literature germane to the area of transition for other LD service providers.

PROJECT FOCUS:

1. Hired staff and set up liaison activities among the cooperating institutions.
2. Chose initial grant participants.
3. Wrote a bibliography with approximately 75 citations about transition from the professional literature.
4. Sent a newsletter to approximately 200 people about the grant.
5. Developed and started to pilot a questionnaire dealing with transition issues (including a set of innovative videotapes).
6. Submitted articles for publication.
7. Started a series of working papers on counseling to adolescents and adults.
8. Developed a transition curriculum of activities related to the transition questionnaire.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 65

Handicapping Condition	No. Served	Age Range
Mild learning disability	70	17-21

Professionals/parents receiving services (training) through project activities:

80 Parents
20 Agency personnel
Postsecondary faculty

40 Teachers
5 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, Goal based, Professional review, Case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, advocacy and social skills/issues

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation and project activities, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Valpar, locally developed work samples, Janis-Field, Career Interest Inventory, learning style

Locally/Project Developed Instruments: Sample Transition Plan, Transition Questionnaire

Personnel Involved in Evaluation Activities: Project Director, staff evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, brochure/pamphlet

Audience: Consumers, OSERS, Transition Institute, advisory board, Cooperating agencies involved in project

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Project developed instruments	Currently available
Video Tape	Currently available
Curricula	Currently available
Journal articles	Currently available
Bibliography	Currently available
Support group manual	Currently available
Transition questionnaire	Currently available

PROJECT TITLE:
Project WE CAN

PROJECT DIRECTOR: Glen Hendren

PROJECT COORDINATOR: Sonja Burnham

CONTACT PERSON: Sonja Burnham

MAILING ADDRESS:
Counselor Education Dept.
PO Drawer GE
Mississippi State, MS 39762

TELEPHONE #: 601-325-3849

INSTITUTE #: 217

COMPETITION #: 84.078C

PROJECT START DATE: 8/1/88
PROJECT END DATE: 8/30/91

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: Enhancing the transition of youth with mild and moderate handicaps into gainful employment is the ultimate goal of Project WE CAN. It is designed to develop a replicable model program to assist handicapped youth from their educational setting into the world of work by providing appropriate occupational training for agency, community college, Vocational-Technical center personnel, and potential employers.

PROJECT FOCUS:

1. Establish local steering committees in three targeted counties.
2. Identify and recruit participants for in-service training.
3. Develop and present in-service training.
4. Conduct employer survey.
5. Identify out-of-school handicapped youth.
6. Assist in placement in employment or training.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 300

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100

Handicapping Condition	No. Served	Age Range
Mild learning disability	50	16-25
Moderate learning disability	25	16-25
Mild mental retardation	50	16-25
Moderate mental retardation	25	16-25

Professionals/parents receiving services (training) through project activities:

100 Parents
100 Business/industry personnel
50 Agency personnel
Postsecondary faculty

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities

Instrumentation

Locally/Project Developed Instruments: Employer satisfaction rating scale, Student interview and employer interview, postsecondary opportunities, employer survey

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: OSERS, Transition Institute, advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Student handbook	Currently available
Training manual	Currently available
Journal articles	Currently available
Replication manual	1//91

PROJECT TITLE:
Project Access

PROJECT DIRECTOR: Patricia Kercher

PROJECT COORDINATOR: Dewey Swank

CONTACT PERSON: Patricia Kercher

MAILING ADDRESS:
2100 16th Ave. South
Great Falls, MT 59405

TELEPHONE #: 406-791-2108

INSTITUTE #: 157

COMPETITION #: 84.078C

PROJECT START DATE: 10/1/87
PROJECT END DATE: 9/30/90

PRIMARY GRANTEE:
Other

GEOGRAPHIC AREA SERVED:
Part of a county

PROGRAM PURPOSE: The purpose of this project is to develop, implement, and validate especially designed and coordinated services and educational programs to facilitate and encourage successful education for handicapped adults and their nonhandicapped peers.

PROJECT FOCUS:

1. Implementation and refinement of support services.
2. Continued in-service training for faculty/staff.
3. Continued curricula revision/refinement.
4. Continued outreach efforts.
5. Delivery of assistance to students with disabilities to maximize their success in vocational training.

PROJECT PARTICIPANTS

Professionals/parents receiving services (training) through project activities:

40 Teachers
Volunteers
3 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, decision making

Instrumentation

Commercially Available Instruments Used by Projects: Valpar's MESA, Interest Inventory, TABE-Test of Adult Basic Education

Personnel Involved in Evaluation Activities: Project Director, Project Staff, Consultant

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, advisory board, VA

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Student handbook	Currently available
Project developed instruments	10/90
Curricula	10/90
Journal articles	10/90
Faculty handbook	Currently available

PROJECT TITLE:
LD-Talents: Learning Disabilities-Technical Assistance for Leadership in Education for Nebraska's Technical Schools

PROJECT DIRECTOR: John Bernthal

PROJECT COORDINATOR: Julie Geis

CONTACT PERSON: Julie Geis

MAILING ADDRESS:
204H Barkley Memorial Center
University of Nebraska-Lincoln
Lincoln, NE 68583

TELEPHONE #: 402-472-0553

INSTITUTE #: 158

COMPETITION #: 84.078C

PROJECT START DATE: 8/1/87
PROJECT END DATE: 7/30/90

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To train existing community college personnel in model practices for learning disabled students and establish a visible transition network for LD students among high schools, intermediate education agencies, offices of vocational rehabilitation services, and community colleges.

PROJECT FOCUS:

1. Disseminate materials for faculty development that will increase faculty knowledge and promote positive attitudes regarding LD students.
2. Train community college personnel via Telecommunication Training Series and On-Site Consultation to verify and design appropriate interventions for educational accommodations.
3. Establish a transition network among high school, intermediate education agencies, offices of vocational rehabilitation, and community colleges that will facilitate improved communication and service availability.
4. Research the qualitative and quantitative variables associated with LD transition to community colleges.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Mild learning disability	75	18-45
Moderate learning disability	75	18-45

Professionals/parents receiving services (training) through project activities:

32 Teachers
6 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, assessment results for student/client, student/client follow-up status

On Postsecondary Education: Postsecondary education/training demographics, level of direct service provided by project

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Peabody Picture Vocabulary Test and Test of Adolescent Language, Woodcock-Johnson, Part II

Locally/Project Developed Instruments: Participant Evaluation of Project, Campus Resource Survey and Campus Service Evaluation, H.S. Transcripts

Personnel Involved in Evaluation Activities: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience

Type: Executive summary

Audience: OSERS, Transition Institute, Cooperating Agencies

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Training manual	Currently available
Video tape	Currently available
Journal articles	Currently available

PROJECT TITLE:
A Demonstration Project to Teach LD Community College Students Remedial Mathematics

INSTITUTE #: 124

COMPETITION #: 84.078C

PROJECT DIRECTOR: Juliana Corn

PROJECT START DATE: 8/1/86
PROJECT END DATE: 7/31/89

PROJECT COORDINATOR: Merrill Para

CONTACT PERSON: Juliana Corn

PRIMARY GRANTEE:
Community/junior college

MAILING ADDRESS:
Math. Dept.
Queensborough Community College
Bayside, NY 11364

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

TELEPHONE #: 718-631-6350

PROGRAM PURPOSE: Demonstration project to teach community college learning disabled students remedial mathematics.

PROJECT FOCUS:

1. Completion of the final 15 instructional video tapes; post-production editing and mass duplication of 35 tapes completed in FY 1986-87, 87-88.
2. Completion and revision of in-house CAI software; duplication for dissemination purposes.
3. Handbook for teachers, tutors, LD specialists in math area to be completed and mass produced for dissemination.
4. Final curriculum modifications developed.
5. Continuation of peer tutoring program.
6. Continuation of teacher training.
7. Publication of several articles in professional journals.
8. Presentations at a number of international, national, statewide and local professional organizations, as well as seminars at local schools and on-site visits by other school's staff.
9. Workshops for LD students.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 300

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 90

Handicapping Condition	No. Served	Age Range
Mild learning disability	80	17-35

Professionals/parents receiving services (training) through project activities:

3 Project staff
5 Postsecondary faculty
7 Peer tutors

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program

On Postsecondary Education: Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training outcomes

Instrumentation

Locally/Project Developed Instruments: Evaluation Checklist and Student Workshop Evaluation Checklist, Intake Interview, Faculty Attitude Survey and Student Satisfaction Survey, Tutor Evaluation of Student, Student Evaluation of Tutor, Student Evaluation of CAI, Faculty Evaluation of CAI and Evaluation of Inservice Training

Personnel Involved in Evaluation Activities: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, Transition Institute, Secondary and postsecondary faculty

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Video tape	Currently available
Curricula	Currently available
Journal articles	Currently available
Replication manual	Currently available

PROJECT TITLE:
Vocational and Literacy Development for the Mildly Handicapped Offender

PROJECT DIRECTOR: Keith Curry

CONTACT PERSON: Keith Curry

MAILING ADDRESS:
State University College at Buffalo
1300 Elmwood Ave. KH 210
Buffalo, NY 14222

TELEPHONE #: 716-878-5313

INSTITUTE #: 213

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/91

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: This project will establish literacy classes and a vocational referral system for mildly retarded and learning disabled young adults who have been arrested. It will be a post-release program, community based. The vocational referral system will utilize and link several community agencies that serve the handicapped, but which have not provided services to this population.

PROJECT FOCUS:
1. Hiring and training of project staff.
2. Selection and development of adult literacy materials (written and computer) appropriate for mildly retarded and learning disabled.
3. Implementation of literacy classes for 15 mildly retarded and learning disabled individuals.
4. Development of database for clients.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 55

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 55

Handicapping Condition	No. Served	Age Range
Dropout	55	17-35
Economically disadvantaged	40	17-35
Minority youth	40	17-35
Mild learning disability	10	17-35
Moderate learning disability	10	17-35
Severe learning disability	5	17-35
Mild mental retardation	30	17-35

Professionals/parents receiving services (training) through project activities:
14 Agency personnel
1 Teacher

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, employer satisfaction with student/client, project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Degrees of reading power

Locally/Project Developed Instruments: DD Screening Questionnaire

Personnel Involved in Evaluation Activities: Project Director, Third Party Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS

PROJECT PRODUCTS:

Product	Date Available
Curricula	Not indicated

PROJECT TITLE:
The Total Impact Model: A Community College/Trade School Collaboration for Learning Disabled Young Adults

PROJECT DIRECTOR: Bert Flugman

PROJECT COORDINATOR: Dolores Perin

CONTACT PERSON: Bert Flugman

MAILING ADDRESS:
33 West 42nd Street, Rm. 620NC
New York, NY 10036

TELEPHONE #: 212-642-2930

INSTITUTE #: 159

COMPETITION #: 84.078C

PROJECT START DATE: 10/1/87
PROJECT END DATE: 9/30/90

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To study the feasibility of providing vocational training to learning disabled, special education high school leavers, utilizing both a community college and a not-for-profit trade school. The service delivery model involves: (1) using the community college to provide training in basic skills and interpersonal skills and also career counseling, campus-based work study and parent workshops; (2) using the not-for-profit trade school for training in vocational skills and for job placement.

PROJECT FOCUS:
1. Implement training in vocational skills, basic skills, and interpersonal skills.
2. Provide services of a full-time learning disabilities specialist in the vocational skills classroom.
3. Provide services of tutor in basic skills classroom.
4. Provide work-study job coaching.
5. Provide career counseling.
6. Conduct parent workshops.
7. Expanding to include more than one trade school in the project.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120

Handicapping Condition	No. Served	Age Range
Moderate learning disability	120	17-28

Professionals/parents receiving services (training) through project activities:
40 Parents
Tutors
2 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal free, professional review, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client outcome status

On Postsecondary Education: Postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Career Maturity Inventory, Piers Harris Self-Concept (adapted), Test of Adult Basic Education and WRAT-R

Locally/Project Developed Instruments: Work-Study Observation Form, Competency Rating Form: Basic Skills, Competency Rating Form: Interpersonal and Checklist Vocational Skills Attainment, Parent Survey, Vocational Outcome Questionnaire and Parent Opinionnaire/Knowledge Inventory, Writing sample and case studies of best and worse cases

Personnel Involved in Evaluation Activities: Project director, Project coordinator, Project staff, Advisory board, 3rd party evaluator, Staff evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, Presentations and papers

Audience: OSERS, state agency, Professional peers

PROJECT PRODUCTS:

Product	Date Available
Training manual	Not indicated
Project developed instruments	Not indicated
Curricula	Not indicated
Journal articles	Not indicated
Replication manual	Not indicated

PROJECT TITLE:
Comprehensive Learning Program

PROJECT DIRECTOR: Rosa Hagin

MAILING ADDRESS:
Fordham University
113 W. 60th St., School Consultation
Center, RM 1004
New York, NY 10023

TELEPHONE #: 212-841-5579

INSTITUTE #: 160

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: Evaluate and adopt screening instruments to identify and place learning disabled individuals. Develop and implement multisensory instruction in reading and spelling. Develop and implement multisensory instruction in written expression. Develop and implement a tutoring program to match each learning disabled student with a qualified volunteer tutor. Develop and implement an outreach program to provide an opportunity for learning disabled individuals to be identified and attain multisensory reading and spelling instruction in their business setting. Develop and implement career planning and employment skills instruction, followed by the opportunity for job placement activities. Evaluate each project component to determine effectiveness. Begin preparation of guidelines for replication of services offered in this project, which will include a report from each program coordinator on the results achieved during the first year of implementation. During the second year of funding, it is anticipated that these guidelines will be revised and ready for dissemination at the end of the second year funding period (September 30, 1989).

PROJECT FOCUS:

1. Awareness contacts to relevant agencies.
2. Screening and intake procedures.
3. Diagnosis of learning disabilities.
4. Training of tutors.
5. Developing educational plans.
6. Tutoring sessions (individual).
7. Vocational counseling.
8. Personal counseling (individual).
9. Group counseling sessions.
10. Introduction to computers.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Mild learning disability	10	18-45
Moderate learning disability	30	18-45
Severe learning disability	20	18-45

Professionals/parents receiving services (training) through project activities:
5 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, decision making, professional review, case study

Type of Data/Information Being Collected

On Employers: Level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

Instrumentation

Personnel Involved in Evaluation Activities: Project director, Project coordinator, Project staff, Third Party evaluator, Consultants

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, brochure/pamphlet

Audience: Consumers, Transition Institute, advisory board, federal agencies, vocational rehabilitation

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Journal articles	6/90
Replication manual	6/90

PROJECT TITLE:
Enhancing Vocational Possibilities for
College Students with Learning Disabilities

PROJECT DIRECTOR: Craig Michaels

MAILING ADDRESS:
Human Resources Center
I.U. Willets Road
Albertson, NY 11050

TELEPHONE #: 516-747-5400

INSTITUTE #: 161

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
Private non-profit agency

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: The second year of funding, it is anticipated that these guidelines will be revised and ready for dissemination at the end of the second year funding period (September 30, 1989).

PROJECT FOCUS:
Address the specific vocational/transitional needs of four identified groups of community college students with learning disabilities: students near graduation; students who appear to have the potential to graduate but are struggling with the choice of a major; students who probably will not graduate and may even be on academic probation; students who are experiencing difficulties even in remedial courses.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 125

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 90

Handicapping Condition	No. Served	Age Range
Mild learning disability	15	17-25
Moderate learning disability	60	17-25
Severe learning disability	15	17-25

Professionals/parents receiving services (training) through project activities:

30	Parents	25	Agency personnel
75	Business/industry personnel	125	Teachers
5	Project staff	45	Postsecondary faculty
90	Undergrad/grad students	25	Peer tutors

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, professional review

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R and Woodcock/Johnson Psychoed. Battery, McCarron Dial, Career Assessment Inventory, GATB, Piers Harris Self-Concept (adapted)

Personnel Involved in Evaluation Activities: Project director, Project staff, Advisory board, Staff evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, Transition Institute, advisory board, state agency, AHSSPPE, colleges, high school, vocational rehabilitation, rehabilitation agencies

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Journal articles	1/90

PROJECT TITLE:
Project CAREER

PROJECT DIRECTOR: Irwin Rosenthal

PROJECT COORDINATOR: Carole Symer

CONTACT PERSON: Irwin Rosenthal

MAILING ADDRESS:
New York University
Counselor Ed. 239 Greene St.
New York, NY 10003

TELEPHONE #: 212-998-5554

INSTITUTE #: 162

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To establish a demonstration project for learning disabled college students with a focus on career/job development training through the use of field studies and internships. The major component will be the replication of the experience based career education internship model program at NYU in liaison community colleges.

PROJECT FOCUS:
1. Develop internship sites.
2. Provide internship placement, advisement, and monitoring; assist students in developing compensatory strategies for on the job performance.
3. Provide individual counseling.
4. Conduct student support groups.
5. Conduct workshops on resume writing and interviewing skills.
6. Implementation of computerized career development program.
7. Provide career and academic skills assessment and feedback.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 45

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 45

Handicapping Condition	No. Served	Age Range
Minority youth	15	18-40
Mild learning disability	45	18-40

Professionals/parents receiving services (training) through project activities:
1 Business/industry personnel
5 project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): Decision making, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer satisfaction with student/client, project activities

On Postsecondary Education: Postsecondary education/training satisfaction with student/client participation, project activities, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: Test of Interpersonal Competence, Career Development Inventory and Strong-Campbell Interest Inventory, Coopersmith Self Esteem, Writing Anxiety Scale, HRC Preferred Learning Style Checklist

Locally/Project Developed Instruments: School/Worksite Observations, Field study plan rating scale, Job skills Rating Scale, By-Pass Skills and Job Related Academic Skills, Career Goal Questionnaire

Personnel Involved in Evaluation Activities: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, Transition Institute, Community college and professionals

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Project developed instruments	Currently available
Curricula	10/89
Journal articles	10/89

PROJECT TITLE:
Access to Computers for Disabled Students

PROJECT DIRECTOR: William Roth

MAILING ADDRESS:
SUNY at Albany
P.O. Box 9
Albany, NY 12201

TELEPHONE #: 518-442-3874

INSTITUTE #: 163

COMPETITION #: 84.078C

PROJECT START DATE: 8/1/87
PROJECT END DATE: 7/30/90

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To make computers and their modifications in hardware and software accessible to disabled students, by a directed organizational effort combining diverse elements in one model project. To mainstream disabled students into the computer environment of the University and prepare them for the increasingly computer environment of society.

PROJECT FOCUS:

1. Identify/develop needs assessment tool to survey faculty/staff in regards to inservice needs in understanding/dealing with adults with disabilities.
2. Develop/implement in-service curriculum for faculty/staff.
3. Develop faculty handbook.
4. Develop program brochure/outreach materials.
5. Implement plan for outreach.
6. Modify/supplement curricula for four vocational training programs.
7. Identify/develop learning styles assessment.
8. Develop student handbook.
9. Develop specialized curriculums to enhance vocational training success.
10. Develop support services including but not limited to peer tutoring, reader service, taped/video tests/lectures, mobility assistance.
11. Develop written policies/procedures to integrate project activities into center operational system.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 2000

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Professionals/parents receiving services (training) through project activities:

20 Parents
20 Business/industry personnel
3 Project staff
State/federal officials
80 Agency personnel
200 Teachers
Undergrad./grad students

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, goal free, professional review, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/graining collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, postsecondary education/training outcomes

Instrumentation

Personnel Involved in Evaluation Activities: Project director, Research assistants

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, LEAs, Colleges/universities

PROJECT PRODUCTS:

Product	Date Available
Journal articles	Not indicated
Software and hardware bibliography	Not indicated

PROJECT TITLE:
Learning Disabilities Consortium

PROJECT DIRECTOR: Bette Holley

PROJECT COORDINATOR: Jane Rochester

CONTACT PERSON: Jane Rochester

MAILING ADDRESS:
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235

TELEPHONE #: 704-342-2261

INSTITUTE #: 164

COMPETITION #: 84.078C

PROJECT START DATE: 7/10/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
Community/junior college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation

PROGRAM PURPOSE: To facilitate transition of LD students from public secondary to public postsecondary institutions. Services provided include: peer mentors, tutors, personal/academic/career counseling, supplemental evaluation of learning styles/strengths and weaknesses and referral to community agencies as necessary.

PROJECT FOCUS:
To facilitate education of learning disabled students on campus (which houses three institutions) by increasing faculty and staff awareness of characteristics and needs of LD adults and by providing specific vocational services for LD students.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 300

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100

Handicapping Condition	No. Served	Age Range
Mild learning disability	100	16-22
Moderate learning disability	25	16-22

Professionals/parents receiving services (training) through project activities:

- 15 Teachers
- 35 Postsecondary faculty
- 10 Peer tutors
- 20 Project staff
- 20 Undergrad/grad students

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client outcome status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Strong-Campbell Interest Inventory, CAI, SIGI PLUS and Wide Range Interest and Opinion, WRAT and Woodcock and Johnson Achievement, Learning Style Survey and Myer Briggs Type Indicator

Locally/Project Developed Instruments: Behavioral Checklist, Interview Rating Scale, Faculty Interview, Project Self Interview, Participant, Interview and Intake Interview, Needs assessment for faculty inservice, Faculty inservice questionnaire, Participant referral/eligibility, file review and individualized action plan

Personnel Involved in Evaluation Activities: Project coordinator, project staff, Third party evaluator, Staff evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: OSERS, Transition Institute, state agency, VOC REHAS, public school systems in service area, Association for Children with Learning Disabilities, North Carolina Department of Community Colleges

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Student handbook	Currently available
Project developed instruments	Currently available
Video tape	10/89
Curricula	10/89
Student workshop manual	Currently available

PROJECT TITLE:
Learning Disabilities Training Project

PROJECT DIRECTOR: Arlene C. Stewart

MAILING ADDRESS:
44 Stillwell Building
Western Carolina University
Cullowhee, NC 28723

TELEPHONE #: 704-227-7127

INSTITUTE #: 120

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/86
PROJECT END DATE: 8/31/89

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To provide information about L.D. college students - academic needs assessment and diagnosis, services needed - to faculty and staff (administrators). To assess data on 45 students to be monitored at WCU.

PROJECT FOCUS:
1. Dissemination activities such as journal articles and workshop presentations.
2. Conference on learning disabilities for client schools.
3. Training manual completed and distributed.
4. Finish training activities on campuses of client schools.
5. Write evaluation report.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 12500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 41

Handicapping Condition	No. Served	Age Range
Moderate learning disability	41	17+

Professionals/parents receiving services (training) through project activities:
25 Agency personnel
3 Project staff
100 Teachers
Postsecondary Faculty

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client educational background data, student/client progress in educational program, student/client follow-up status

On Postsecondary Education: Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Career/Occupational Preference Survey and Self Directory Search, Woodcock-Johnson Psychoeduc. Battery, CITE and Kolb Learning Styles Inventory

Locally/Project Developed Instruments: Behavior Checklist and Student Checklist, Questions to ask when visiting a college and Preparing for a College Admissions, Needs Assessment Survey, Academic Style Inventory and Student Needs Assessment, LDTP Questionnaire, Project Evaluation and Instructional Styles Inventory

Personnel Involved in Evaluation Activities: Project director, Project staff, Advisory board, Third Party Evaluator, graduate assistant

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, advisory board, host institution

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Training manual	Currently available
Journal articles	Not indicated

PROJECT TITLE:
Project IMPACT

PROJECT DIRECTOR: Kathy M. McKean

PROJECT COORDINATOR: Deborah Murphy

CONTACT PERSON: Kathy M. McKean

MAILING ADDRESS:
Child Service Demonstration Center
123 E. Broadway
Cushing, OK 74023

TELEPHONE #: 918-225-1882

INSTITUTE #: 218

COMPETITION #: 84.078C

PROJECT START DATE: 8/1/88
PROJECT END DATE: 8/30/90

PRIMARY GRANTEE:
Local education agency

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: Goal: To provide the necessary support to facilitate the transition of mildly handicapped youth and adults from secondary education to successful competitive employment. Service Delivery Model: Continuum of services ranging from personal career counseling, placement, and regular vocational education programs with appropriate modifications, a resource center to assist MH adults enrolled in vocational programs, to an intensive pre-vocational program.

PROJECT FOCUS:
1. Locate/identify students.
2. Develop/implement Adult Resource Center program to serve MH students enrolled in regular vocational courses.
3. Develop/implement counseling program for all MH students (includes comprehensive assessment).
4. Develop 10-week (approx.) employability skills program.
5. Develop teacher training model for use in preservice training of vocational special needs teachers. Also develop use of project as practicum site for teachers and school psychologists.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 2,500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 450

Handicapping Condition	No. Served	Age Range
Mild autism	40	17+
Mild behavioral disorders	2	17+
Mild brain damage	2	17+
Mild emotional disorder	10	17+
Mild hearing impairment	8	17+
Dropout	50	17+
Economically disadvantaged	300	17+
Minority youth	50	17+
Substance abuse	50	17+
Mild cerebral palsy	2	17+
Mild communication disorders	4	17+

Handicapping Condition	No. Served	Age Range
Mild epilepsy	2	17+
Mild health impairment	4	17+
Mild learning disability	250	17+
Moderate learning disability	70	17+
Mild mental retardation	40	17+
Mild speech impairment	10	17+
Mild visual impairment	8	17+

Professionals/parents receiving services (training) through project activities:

25 Agency personnel
15 Project staff
750 Teachers
Vocational Rehabilitation Personnel

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided by project, postsecondary education/training outcomes

On Postsecondary Education: Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: Revised BETA, WAIS-R and Stanford-Binet, Career Maturity Inventory, TICE, Reading Free Voc. Inventory, MMPI, WRAT-R and TABE, QOL

Locally/Project Developed Instruments: Out needs checklist, Client satisfaction scale, employer satisfaction scale, inservice workshop rating scales and product user rating scale, referral form, IEP form, out reporting forms and follow-up forms

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board, Third Party Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, brochure/pamphlet

Audience: Consumers, OSERS, Transition Institute, advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Student handbook	Currently available
Training manual	8/90
Project developed instruments	Not indicated
Videotape	9/90
Materials catalogue	8/90

PROJECT TITLE:
Handicapped Access to Vocational Program and Job Placement

PROJECT DIRECTOR: Paula Grigsby/
Bud Fredericks

CONTACT PERSON: Paula Grigsby

MAILING ADDRESS:
Linn-Benton Community College
6500 SW Pacific Blvd.
Albany, OR 97321

TELEPHONE #: 503-928-2361

INSTITUTE #: 220

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/91

PRIMARY GRANTEE:
Community/junior college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: This project provides a program with a dual approach for students with mild or moderate handicapping conditions. It provides an expansion of a community college program to include instruction in independent living skills, prevocational skills, vocational skills in five major areas and social skills. The second part of the program provides community-based vocational training and job placement in the community with support for at least a year after placement.

PROJECT FOCUS:
The following activities are projected for the current year of this project:

1. Incorporate 15 to 20 students with mild or moderate handicaps into the college milieu.
2. Assist students in acquiring vocational skills for standard community college coursework.
3. Use notetakers, readers, tutors, volunteers, taped texts, and lectures to assist students in acquiring vocational skills from standard college coursework.
4. Meet with community and college staff to coordinate and implement student activities.
5. Assist students in acquiring proficiency in living skills.
6. Assist students in improving their proficiency in interpersonal interactions.
7. Assist students in improving their proficiency in job related skills.
8. Training 15 students to successfully perform vocational tasks in employment positions.
9. Train 15 students to successfully demonstrate appropriate social behaviors and work associated skills while on the job.
10. Place 15 students in paid employment in the community.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 50

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 20

Handicapping Condition	No. Served	Age Range
Mild brain damage	1	18-51
Moderate brain damage	5	18-51

Mild chronic mental illness	1	18-51
Moderate emotional disorder	1	18-51
Moderate hearing impairment	4	18-51
Moderate cerebral palsy	2	18-51
Mild learning disability	8	18-51
Moderate learning disability	11	18-51
Mild mental retardation	20	18-51
Moderate speech impairment	1	18-51
Moderate traumatic head injury	4	18-51
Moderate multiple handicap	2	18-51

Professionals/parents receiving services (training) through project activities:

8 Parents
30 Business/industry personnel
9 Project staff
9 Agency personnel
7 Teachers
Volunteers

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, postsecondary education/training outcomes

Instrumentation

Locally/Project Developed Instruments: Personal Grooming Form and Total Task Data Sheets, Social Interaction Checklist and Students Data Checklist, Monthly Student Rating Scale and Employer Satisfaction Rating Scale, Intake Interview Form, Faculty Program Evaluation Questionnaire, Student Program Evaluation Questionnaire and Faculty Student Evaluation Questionnaire, Student IEP, Student Competency Certificate, Vocational Referral Form and Weekly Program/Student Progress Report

Personnel Involved in Evaluation Activities: Project director, Project staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, VRD State Mental Health Division, local high schools

PROJECT PRODUCTS:

Product	Date Available
Training manual	6/91
Journal articles	1/90

PROJECT TITLE:
Comprehensive Transitional Employment and Services for Young Adults with Learning Disabilities

PROJECT DIRECTOR: Kenneth Gray/Jovita Ross

PROJECT COORDINATOR: Edith Issacki

CONTACT PERSON: Kenneth Gray

MAILING ADDRESS:
Penn State University
1123 Rackley Bldg.
University Park, PA 16802

TELEPHONE #: 814-946-8454

INSTITUTE #: 215

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/91

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: The project goal is to develop and demonstrate a model to provide the transition training and employment services to mildly disabled adults. The model capitalizes on the excess capacity and expertise of the Pennsylvania area vocational-technical schools at a per student cost that is within various local service agency guidelines. The target population is adults with learning disabilities. Services provided to clients include vocational assessment and counseling; 180 days of job life coping, and related academic instruction, transitional supervised employment, placement in full-time employment, and follow-up.

PROJECT FOCUS:

1. Establish advisory committee and management team, and hire project coordinator.
2. Recruit clients.
3. Conduct comprehensive vocational and cognitive assessment of all referrals.
4. Develop individual transition plan for all clients.
5. Provide 180 days of occupationally specific job training in intergenerational settings.
6. Provide 180 days of life coping and related academic instruction.
7. Provide individual counseling and remedial support, as needed.
8. Place clients on supervised job training sites.
9. Recruit for 1989-90 project year.
10. Provide in-service training for relevant teachers.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 35

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 25

Handicapping Condition	No. Served	Age Range
Mild developmental disability	5	19-28
Mild learning disability	2	18-45
Moderate learning disability	10	18-45
Severe learning disability	5	18-45
Mild multiple handicap	3	19-22

Professionals/parents receiving services (training) through project activities:

11 Teachers	2 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, goal free

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R and WISC-R, Singer Work Station and College ability placement Service, Holland Self Oriented Search and Singer, Adjective Checklist, Widerange Achievement test and Psycho Educational Battery

Locally/Project Developed Instruments: Classroom observation form, Employment satisfaction, Work History questionnaire

Personnel Involved in Evaluation Activities: Project director, Project coordinator, Staff evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: OSERS, Transition Institute, advisory board, state agency, school board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Project developed instruments	Currently available
Slide presentation	Currently available
Curricula	Currently available
Journal articles	11/89
Replication manual	12/89

PROJECT TITLE:
Model Program for Referral and Training of Adult LD students

PROJECT DIRECTOR: Larry Bonner

MAILING ADDRESS:
Special Services
Richland College
12800 Abrams Road
Dallas, TX 75243

TELEPHONE #: 214-238-6372

INSTITUTE #: 166

COMPETITION #: 84.078C

PROJECT START DATE: 10/1/87
PROJECT END DATE: 9/30/89

PRIMARY GRANTEE:
Community/junior college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To provide programs to meet the diverse needs of learning disabled individuals. The project includes development, implementation, and evaluation of: screening instruments to identify and place learning disabled individuals; multisensory instruction in written expression; a tutoring program to match each learning disabled student with a qualified volunteer tutor; an outreach program to provide an opportunity for learning disabled individuals to be identified and attain multisensory reading and spelling instruction in their business setting; individualized educational planning; and career planning and employment skills instruction, followed by the opportunity for job placement activities.

PROJECT FOCUS:

1. Implement faculty and staff in-service training programs on characteristics and needs of LD students and curriculum modification strategies.
2. Implement appropriate interest and aptitude assessment procedures.
3. Develop career counseling services.
4. Implement computerized student tracking program.
5. Disseminate information about the project.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 230

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 230

Handicapping Condition	No. Served	Age Range
Mild learning disability	230	18-40

Professionals/parents receiving services (training) through project activities:

80 Agency personnel
50 Business/industry personnel
50 Peer tutors
190 Undergrad/grad students
7 Teachers
6 Project staff
75 Postsecondary faculty

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, professional review, case study

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Woodcock-Johnson and Test of Written Language, Strong Campbell Interest Inventory, Myers Briggs Type Indicator, WRAT and Diagnostic Assessment of Reading Errors

Locally/Project Developed Instruments: Winston Grammar Evaluation and Program pre-test to identify grammar

Personnel Involved in Evaluation Activities: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, Transition Institute, state agency, League for Innovation in CC, National ACLD, Orton Dyslexia Society, AHSSPPE, International World Congress on Dyslexia, HEATH

PROJECT TITLE:
Postsecondary Education Handicapped Demonstration Project-CAREER Program

PROJECT DIRECTOR: Carol Clymer

PROJECT COORDINATOR: Jayne Merrill

CONTACT PERSON: Jayne Merrill

MAILING ADDRESS:
El Paso Community College
Rio Grand Campus, Literacy Center
PO Box 20500
El Paso, TX 79998

TELEPHONE #: 915-534-4159

INSTITUTE #: 211

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/88
PROJECT END DATE: 8/31/91

PRIMARY GRANTEE:
Community/junior college

GEOGRAPHIC AREA SERVED:
County

PROGRAM PURPOSE: The Career Program (Career Assessment, Remediation, Education, Employment and Re-entry) will provide intensive, short-term job training with curriculum and instructional techniques adapted for the target population (i.e., 75% learning disabled, 25% orthopedically/other impaired) in at least seven occupational areas.

PROJECT FOCUS:
1. DACUM process applied to three as yet unspecified job-training programs.
2. Faculty review, revision or development of competency-based open-entry/open-exit curricula for three programs based on results of the DACUM process and with regard to needs of the specified population.
3. Initiation of three job-training programs.
4. Recruitment, intake and assessment resulting in approximately 50 individuals eligible for and beginning instruction.
5. In-service training of faculty and tutors.
6. Provision of occupationally specific, computer-assisted basic skills, literacy or ESL instruction as needed.
7. Provision of tutoring as needed.
8. Development of "self-empowerment" component.
9. Interaction with the Career Center to promote career exploration opportunities for program participants.
10. Completion of job training (25).
11. Establishment of job placement service to include follow-up with both employees and employers.
12. Establishment of Learning Disabilities and Business Advisory Committees.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Mild epilepsy	5	17-34
Moderate epilepsy	10	17-34
Moderate health impairment	5	17-34
Severe health impairment	10	17-34
Mild learning disability	25	17-34

Handicapping Condition	No. Served	Age Range
Moderate learning disability	75	17-34
Severe learning disability	50	17-34
Mild physical handicap	5	17-34
Moderate physical handicap	15	17-34

Professionals/parents receiving services (training) through project activities:

10 Business/industry personnel	12 Project staff
Postsecondary faculty	

PROJECT EVALUATION PLAN:

Evaluation approach(es): Professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

On Postsecondary Education: Level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WISC-R, WAIS-R and K-ABC, Woodcock Language Proficiency Battery and Verbal Cluster, VIAS, Discover and Job-O, S.R.A.T., Woodcock-Johnson Achievement Battery, and Nelson-Denny

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board, Third Party Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary, brochure/pamphlet, formal presentations

Audience: Consumers, OSERS, Transition Institute, advisory board, DACUM Advisory Committee, referral sources, employers, 15 selected community colleges

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Student handbook	Currently available
Training manual	9/91
Project developed instruments	9/91
Slide presentation	9/91
Video tape	9/91
Curricula	9/91
Journal articles	9/91
Replication manual	9/91

PROJECT TITLE:
Transitional Assistance for Postsecondary Students (T.A.P.S.)

INSTITUTE #: 167

COMPETITION #: 84.078C

PROJECT DIRECTOR: Marshall Mitchell

PROJECT START DATE: 8/15/87
PROJECT END DATE: 8/31/90

PROJECT COORDINATOR: Deana Milliron

CONTACT PERSON: Marshall Mitchell

PRIMARY GRANTEE:
Community/junior college

MAILING ADDRESS:
Amarillo College
P.O. Box 447
Amarillo, TX 79178

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

TELEPHONE #: 806-371-0543

PROGRAM PURPOSE: To provide support services, expanded education resources, new academic and community linkages, increased outreach, and in-service on behalf of learning disabled postsecondary students in the 26-county, rural Texas panhandle. To provide transitional services for learning disabled postsecondary students through a community college setting which will assist in identification and remediation of the barriers that prevent them from obtaining their educational, personal and career goals with a primary focus on skills and attitudes required for success as an independent adult.

PROJECT FOCUS:
1. Identify and admit 30 learning disabled students into the program.
2. Develop and implement curricula for a core of courses to teach students social, study, academic, and life skills that are often lacking in LD students.
3. Provide support services on an individual need basis for students in the program.
4. Coordinate in-service training workshops for secondary personnel on how to prepare the LD student for college and for postsecondary personnel on assisting the LD student in college.
5. Edit and distribute a newsletter twice a year for secondary and postsecondary personnel who work with learning disabled students to form a network on transition of LD students.
6. Coordinate the use of graduate practicum students from West Texas State University to tutor with students in the program.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Severe learning disability	49	18-40

Professionals/parents receiving services (training) through project activities:

1 Teacher
21 Undergrad/grad students
Postsecondary faculty

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R and Ravens, Peabody Picture Vocabulary Test, Strong Campbell Interest Inventory, Kuder Preference Schedule and Veisa, Myers-Briggs Type Indicator, WRAT, Peabody Individual Achievement Test, Key Math and Woodcock/Johnson Psychoed. Battery, Cognitive Mapping

Locally/Project Developed Instruments: Study Skills Checklist and Reading Skills Checklist, Initial Interview Form, Faculty Evaluation Form, Student Evaluation form and Transitional Plan form, Student Contract Form and Accommodation Form

Personnel Involved in Evaluation Activities: Project director, Project staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: Consumers, OSERS, Transition Institute, advisory board, public schools

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Project developed instruments	Currently available
Slide presentation	Currently available
Video tape	Currently available
Curricula	Currently available

PROJECT TITLE:
A Demonstration Project for Teaching Entry Level Job Skills to Handicapped Youth by Employing Co-Workers

PROJECT DIRECTOR: Rita M. Curl

PROJECT COORDINATOR: Linda Chisholm

CONTACT PERSON: Rita M. Curl

MAILING ADDRESS:
DCHP-UMC 6806
Utah State University
Logan, UT 84322

TELEPHONE #: 801-750-2004

INSTITUTE #: 212

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/1/91

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: This project will develop and evaluate programs to teach entry-level job skills for youths with mild and moderate handicaps in competitive business settings. A training model will be developed that will include pre-work rehearsals and on-the-job training in competitive businesses to teach basic skills for targeted jobs.

PROJECT FOCUS:
During FY 1988-89:
1. Identify youths.
2. Complete individual assessments.
3. Write IEPs.
4. Conduct prework rehearsals.
5. Provide on-the-job training.
6. Monitor job performance.
7. Provide job coaching.
8. Tutor youths in class training.
9. Facilitate job advancement through additional on-the-job training.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	6	15-18
Mild developmental disability	3	16-27
Mild learning disability	7	16-23
Moderate mental retardation	10	16-23

Professionals/parents receiving services (training) through project activities:
15 Business/industry personnel
1 Project staff
12 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics, level of direct service provided by project

Instrumentation

Commercially Available Instruments Used by Projects: WISC-R, WAIS-R and K-ABC, VACG, Social and Pre-Voc. Info Battery and Scales of Independent Behavior, Standford Diagnostic Reading Test and Culture-Free Self-Esteem Inventories

Locally/Project Developed Instruments: Staff Evaluation Form, Employer satisfaction, Parent and teacher survey and employer survey, log and referral form

Personnel Involved in Evaluation Activities: Project director, Project coordinator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, professional audience

PROJECT PRODUCTS:

Product	Date Available
Training manual	Currently available
Journal articles	1/90

PROJECT TITLE:
University Bound Learning Disabled Student Transition

PROJECT DIRECTOR: Gladys M. Tucker

CONTACT PERSON: Gladys M. Tucker

MAILING ADDRESS:
160 Olpin Union
University of Utah
Salt Lake City, UT 84117

TELEPHONE #: 801-581-5020

INSTITUTE #: 168

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To enhance departmental academic programs and research efforts in teacher education: to identify university bound LD students; to give them skills for university entrance; help with the transition from high school to university; to insure that university educational support services continue tracking the LD student to graduation.

PROJECT FOCUS:
1. Identify and admit 30 learning disabled students into the program.
2. Develop and implement curricula for a core of courses to teach students social, study, academic and life skills that are often lacking in LD students.
3. Provide support services on an individual need basis for students in the program.
4. Coordinate in-service training workshops for secondary personnel on how to prepare the LD student for college and for postsecondary personnel on assisting the LD student in college.
5. Edit and distribute a newsletter twice a year for secondary and postsecondary personnel who work with learning disabled students to form a network on transition of LD students.
6. Coordinate the use of graduate practicum students form West Texas State University to tutor students in the program.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 130

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 70

Handicapping Condition	No. Served	Age Range
Mild learning disability	40	16-25
Moderate learning disability	30	16-25

Professionals/parents receiving services (training) through project activities:
50 Parents
12 Teachers
15 Postsecondary faculty
5 Agency personnel
5 Project staff
30 Graduate students

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, decision making

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, postsecondary education/training outcomes, diagnostic assessment as related to goal

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Weller Strawser Scales-Adaptive Behavior, CAI - Career Assessment Inventory, Woodcock-Johnson II, Barsch Learning Style

Locally/Project Developed Instruments: Teaching Behavior Checklist, Evaluation of Learning Strategies, Student Evaluation of College Prep Class, PD Evaluation of Graduate Assistants and Student Evaluation of Summer Workshop, Clinical Interview (for LD students), Questions for Colleges and College Organizations, Student Profile (of LD students) and Short-term Instructional Objectives

Personnel Involved in Evaluation Activities: Project director, Staff evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency, State Board of Education, State Office of Education

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	Currently available
Project developed instruments	6/90
Slide presentation	Currently available
Video tape	Currently available
Curricula	6/90
Journal articles	6/90
Replication manual	6/90
Transition IEP	Currently available

PROJECT TITLE:
Project HAPPEN

PROJECT DIRECTOR: Connie Dalke

PROJECT COORDINATOR: Deborah White

CONTACT PERSON: Connie Dalke/
Deborah White

MAILING ADDRESS:
University of Wisconsin-Whitewater
Roseman 2019
Whitewater, WI 53190

TELEPHONE #: 414-472-5239

INSTITUTE #: 169

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Suburb of a metropolitan area

PROGRAM PURPOSE: The goal of Project HAPPEN is twofold: (1) to facilitate effective transition from secondary to postsecondary environments by promoting a shared networking and responsibility of all individuals, and (2) to increase the likelihood that students with LD will complete high school and make an effective transition into a postsecondary educational or vocational environment.

PROJECT FOCUS:

1. To provide appropriate liaison services for regional high schools to facilitate admission opportunities to high school learning disabled students.
2. To provide identified high school juniors and their LD teachers a summer program on a college campus to provide metacognitive strategies to aid those students in developing independent learning behaviors prior to their senior year of high school.
3. To provide a comprehensive psychoeducational assessment and to develop an individualized learning profile during the summer following high school graduation to those students anticipating participation in the program.
4. To develop and provide training opportunities for tutorial staff and faculty advocates during each summer the project is in place.
5. To enhance professional placement opportunities for learning disabled college graduates by providing program assistance to the College Placement Service at Muskingum College.
6. To provide for national dissemination of a regionally based consortium of secondary and postsecondary schools.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 160

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Mild learning disability	40	15-19
Moderate learning disability	20	15-19

Professionals/parents receiving services (training) through project activities:

- 60 Parents
- 15 Business/industry personnel
- 4 Project staff
- Peer tutors
- 30 Agency personnel
- 10 Teachers
- Undergrad/grad students

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, goal free, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, student learning style-self perceptions

On Employers: Employer collaboration level

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project

Instrumentation

Commercially Available Instruments Used by Projects: WISC-R and WAIS-R, Strong-Campbell Interest Inventory, Piers Harris Self-Concept and Locus of Control IAR, Woodcock-Johnson Psycho-Educational Battery and Wide Range Achievement Battery, C.I.T.E. Learning Style Inventory

Locally/Project Developed Instruments: Student interview, parent interview, teacher interview, educator interview, and administrator interview, needs of parents, needs of students, needs of teachers, needs of administrators and needs of counselors, referral forms, contact logs, IEP plans, ITPs, and journals

Personnel Involved in Evaluation Activities: Project coordinator, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, brochure/pamphlet

Audience: Consumers, OSERS, Transition Institute, advisory board, School Boards, Parent Groups/Advocacy Groups, School district

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Parent handbook	Currently available
Student handbook	Currently available
Training manual	Currently available
Slide presentation	Currently available
Curricula	Currently available
Replication manual	9/90

PROJECT TITLE:
Demonstration Project for Learning Disabled: Cooperative Learning at the College level

PROJECT DIRECTOR: Ruth E. Williams

PROJECT COORDINATOR: Catherine W. McCarty

CONTACT PERSON: Catherine W. McCarty

MAILING ADDRESS:
U-STEP. c/o Disabled Student Services
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53217

TELEPHONE #: 414-962-7387

INSTITUTE #: 170

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To recruit, diagnose, assess, and provide support services for university students with learning disabilities.

PROJECT FOCUS:
1. Expand placement/follow-up services.
2. Further develop pre-senior work experience program.
3. Complete first draft of manual.
4. Translate manual into inservice/staff training procedures.
5. Establish contractual interagency linkages which sustain and replicate program.
6. Disseminate model to other local agencies working with at-risk youth.
7. Formalize and detail longitudinal database.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 75

Handicapping Condition	No. Served	Age Range
Mild learning disability	68	18-35
Moderate learning disability	5	18-35
Mild traumatic head injury	2	18-35

Professionals/parents receiving services (training) through project activities:
100 Parents
5 Teachers
3 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status, health issues, motivation, goals

On Postsecondary Education: Postsecondary education/training satisfaction with student/client participation, project activities

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Piers Harris Self-Concept and Locus of Control IAR, Clinical Interview and Coopersmith Self-Esteem Inventory, WRAT and Woodcock Johnson Psychoed. Battery, Learning Styles Inventory, Test of Written Language and Nelson-Denny Reading Test

Locally/Project Developed Instruments: Student Admission Checklist, Screening SCALE, Intake interview, Student exist survey and Student transition worksheets, Student contact sheet, tutor contact sheet, and student appointment summary

Personnel Involved in Evaluation Activities: Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, Transition Institute, advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Student handbook	Currently available
Training manual	Currently available
Video tape	Currently available
Journal articles	Currently available
Table top display	Currently available

PROJECT TITLE:
Computer Assistance Model for Learning Disabled

PROJECT DIRECTOR: Chris Primus

PROJECT COORDINATOR: Chris Primus

CONTACT PERSON: Chris Primus

MAILING ADDRESS:
University of Wyoming
Division of SEO
Box 3808 University Station
Laramie, WY 82071

TELEPHONE #: 307-766-6189

INSTITUTE #: 121

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/86
PROJECT END DATE: 6/30/89

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: The goal of the computer assistance model for learning disabled is to enhance the academic success and retention of learning disabled college students, and the potential for successful transition to employment through the use of microcomputers and user friendly software.

PROJECT FOCUS:
1. Disseminate project results through presentations at AHSSPPE, Northridge Conference on Computer Technology, Annual Project Director's Meeting.
2. Select and train eligible students in the use of software for college writing assignments.
3. Submit article on project finding to the Journal of Post Secondary Education and Disability and to various newsletters, including Closing the Gap, AHSSPPE Alert, ACLD Newsbriefs, and HEATH's newsletter.
4. Prepare final project report.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 250

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Mild learning disability	70	18-45
Moderate learning disability	45	18-45
Severe learning disability	35	18-45

Professionals/parents receiving services (training) through project activities:
3 Project staff
10 Undergrad/grad students
40 Postsecondary faculty

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status, comparison of English

On Postsecondary Education: Postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R and Woodcock Johnson Parts I & II, Discover, Wyoming Career Information System, COPS and Strong-Campbell, WRAT, Learning Style Preference Checklist and LASSI

Locally/Project Developed Instruments: Software evaluation checklist, Intake Interview checklist, Needs Assessment Survey and Study Skills Checklist, Project application form

Personnel Involved in Evaluation Activities: Project director, Project staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, brochure/pamphlet, manual of information

Audience: Consumers, OSERS, Transition Institute, state agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Journal articles	Currently available
Replication manual	9/89
Fact sheet	Currently available
Software description	Currently available
Software evaluation results	Currently available

SUMMARY OF 84.078C EXPIRED PROJECT PROFILES

PROJECT PURPOSE

Federal funding for four postsecondary projects expired in 1986. Nine additional projects expired in 1987 and 10 more in 1988. The overall purpose of these projects was to develop a service delivery model that would increase the opportunities for students with learning disabilities in postsecondary education and employment. The majority of these projects established a linkage model and either established or expanded support services. The majority also provided services directly to students with learning disabilities.

FOCUS OF CONTINUATION ACTIVITIES

Fifteen of the 23 expired projects reported on their continuation activities. Eight of these projects are focusing on the provision of support service activities. Three projects indicated dissemination of project outcomes and products as a focus of continued activities, and three indicated the continuation of major program components through an agency other than the primary grantee. In addition one project plans to continue counseling activities; one plans to continue placement activities; and one project indicated refinement of service delivery as a continuation activity.

PROJECT COMPONENTS BEING CONTINUED

Fifteen of the 23 expired projects reported on continuation of their activities. Ten projects are focusing on continued educational programs. Eight projects reported continuing to assess intake eligibility programs for new participants. Seven projects indicated assessment as a continuing focus and seven plan to continue dissemination of their results. Eight projects indicated continuation of their support service activities. Six indicated placement as a focus of continuing activities, and six reported counseling as a continuing focus. Five projects indicated referral as a focus, and four reported revision of their programs as continuation activity. Two projects indicated the continuation of in-service training as a focus, while two projects report a continuation of job coaching activities and two report the continuation of research and follow-up studies. One project indicated program replication as a focus of continuation.

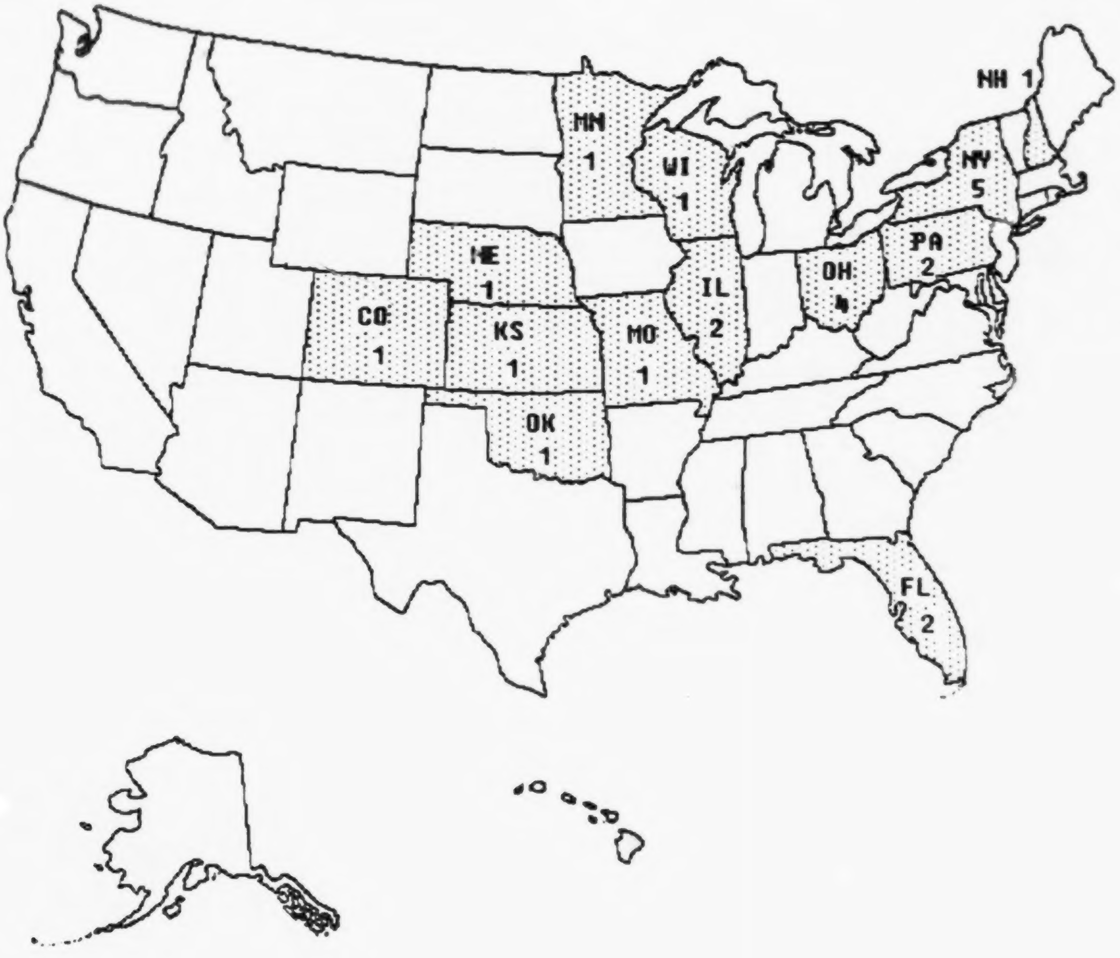
PROJECT PRODUCTS

Fifteen projects reported on the type of products developed during the project's funding period. Eleven projects indicated the development of a project brochure and five projects have generated articles. Four projects indicated the development of instruments, and four reported the production of a video. Three projects indicated the development of a student handbook. Two projects reported the development of a newsletter, and two reported the generation of a replication manual. One project indicated the production of a training manual, one project reported the development of curricula, and one indicated the development of a parent handbook.

Location of 84.078C Projects

Geographic Distribution of Expired 84.078C Projects as of May 1989

(N = 23)



PROJECT TITLE:
Transition to Community Employment

INSTITUTE #: 115

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
9/30/88

CONTACT PERSON: Karen Spencer

MAILING ADDRESS:
Transition Services/CSU
Dept. Occupational Therapy
Fort Collins, CO 80523

TELEPHONE #: 303-491-5930

PROGRAM PURPOSE: The purpose of this project was to establish linkages between the educational system, existing adult vocational services, and community employers. Postsecondary teens and adult participants will be placed on the job within normalized community settings with training and ongoing support as needed. Develop/disseminate criterion referenced assessment instruments; develop on the job training methods and resources; vocational placement of 55 adults in normalized community settings; 9 graduate and 50 undergraduates will be trained; development, dissemination of overall evaluation procedures; and identification of funding sources beyond grant period.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1988-89):
1. Dissemination of materials at cost upon request.
2. See project products.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Intake/eligibility determination/All counselors, Colorado Rehabilitation Services, CO, 303-223-9823.
2. Assessment/Karen Spencer, Transition Services, Fort Collins, CO, 303-491-5930.
3. Job development/Karen Spencer, Transition Services, Fort Collins, CO, 303-491-5930.
4. On-the-job-training/Karen Spencer, Transition Services, Fort Collins, CO, 303-491-5930.
5. On-going support/Multiple Agencies, Transition Services.
6. Personnel preparation via telecourse/Karen Spencer, Transition Services, Fort Collins, CO, 303-491-5930.
7. Research/Jeffery Gliner, Dept. Occupational Therapy, Colorado State University, Fort Collins, CO, 303-491-6253.

PROJECT PRODUCTS:
Product Type/Title
Brochure/Supported Employment
Training manual/Transition to Community Employment: Available $7-10 from Transition Services, CSU, Fort Collins, Co.
Videotape/Services for People with Disabilities: Call 303-491-5608 for availability and prices.
Curricula/Accompanies video tape: American Occupational Therapy Association V-10, 74, December 1987
Article/Developmental Disabilities Newsletter
Article/American Occupational Therapy Association: Monograph on work includes chapters on supported employment and transition, 1989

PROJECT TITLE:
Demonstration Project for LD

CONTACT PERSON: Paul Edwards

MAILING ADDRESS:
Miami-Dade Community College - Worth
Room 6112
11380 N.W. 27th Avenue
Miami, FL 33167

TELEPHONE #: 305-347-1272, 347-1146

INSTITUTE #: 114

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to maximize utilization of existing resources to provide a continuum of services to LD adults thereby improving employability skills and closing the gaps in service which currently exist. Specific focus is given to establishing linkages for LD students and adults in the community. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Continue vocational and career interest testing through project developed course, Psychology of Career Adjustment, which has a special section for students with learning disabilities.
2. Negotiate arrangements with local education agency and PIC for development and implementation of a two track summer program for graduating high school seniors with learning disabilities.
3. Continue development of curricula for students with learning disabilities.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

Assessment, Education, Program refinement/revision, Dissemination and Agency coordination/Paul Edwards, Miami-Dade Community College - North, Room 6112, 11380 N.W. 27th Avenue, Miami, FL 33167, 305-347-1272.

PROJECT PRODUCTS:

Product Type/Title

Videotape/Options for Persons with Learning Disabilities: Product Information available from Paul Edwards, above address/phone number.

Project developed instrument/Rossman-Perez Learning Inventory: Product information available from Paul Edwards, above address/phone number.

Curricula/Adaptive Study Skills Curriculum and Optimal Self Development Curriculum: Product information available from Paul Edwards, above address/phone number.

PROJECT TITLE:
Demonstration Project for Learning Disabled Students

CONTACT PERSON: Doris Rader

MAILING ADDRESS:
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

TELEPHONE #: 305-632-1111, ext. 3606

INSTITUTE #: 122

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
8/14/87

PROGRAM PURPOSE: The purpose of this federally funded project was to provide additional support services for Learning Disabled students at Brevard Community College. These services are to supplement the program already in existence. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
Provide support services for learning disabled students at Brevard Community College.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
Intake/eligibility determination, Assessment, Referral, Placement, Training, Education, Counseling, Dissemination, Replication, Program refinement/revision and Agency coordination/Doris Rader, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922, 305-632-1111.

PROJECT PRODUCTS:
Product Type/Title
Brochure/Brevard Community College Support Services for College Students with Learning Disabilities. One copy available free from Disabled Student Services, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922
Student handbook/BCC LD Student Handbook - LD Is No Excuse to Waste a Mind. One copy available from Disabled Student Services, above address
Project developed instruments/Learning Modules for Educational Support: One free copy available from Disabled Student Services, above address
Faculty & staff handbook/BCC Faculty/Staff Handbook on LD: One copy available free from Disabled Student Services, above address.

PROJECT TITLE:
Helping Hand Rehabilitation Center

INSTITUTE #: 113

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
7/86

CONTACT PERSON: Fred Peters

MAILING ADDRESS:
Helping Hand Rehabilitation Center
9649 W. 55th Street
Countryside, IL 60525

TELEPHONE #: 312-352-3580

PROGRAM PURPOSE: The purpose of this federally funded project was to place individuals in an actual job earning competitive non-subsidized wages and benefits and working along side nonhandicapped co-workers, e.g., supported work model using a job coach on site.

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PROJECT TITLE:
Model Orientation Program for Students with Learning Disabilities

INSTITUTE #: 126

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
9/30/88

CONTACT PERSON: Camdon Stoneman

MAILING ADDRESS:
CDSS 6th Floor
226 W. Jackson Blvd.
Chicago, IL 60606

TELEPHONE #: 312-368-8814

PROGRAM PURPOSE: The purpose of this project was to demonstrate, evaluate, and disseminate a Model Orientation Program for individuals with specific learning disabilities. It will prepare project participants to devise strategies to offset the functional limitations associated with their disability, thereby facilitating their ability to complete successfully postsecondary educational and vocational programs.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1988-89):
Disseminate student handbook.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
All program components/Dr. Camdom Stoneman, Community College Center for Disabled Students, 226 W. Jackson Blvd., Chicago, IL 60606, 312-368-8814.

PROJECT PRODUCTS:
Product Type/Title
Student handbook/Getting Ready for College. Available free from CDSS, 312-368-8814.

PROJECT TITLE:
Access Postsecondary Education for
Rural Handicapped Students

INSTITUTE #: 127

COMPETITION #: 84.078C

CONTACT PERSON: Ninia Smith

DATE FEDERAL FUNDING EXPIRED:
10/1/88

MAILING ADDRESS:
Special Education
FHSA 600 Park
Hays, KS 67601

TELEPHONE #: 913-628-4218

PROGRAM PURPOSE: The purpose of this project was to facilitate access of rural handicapped students to appropriate postsecondary education through identification of available programs, self-advocacy seminars, a life planning course, and postsecondary faculty inservice and technical assistance.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1988-89):
Support for disabled students in postsecondary programs.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Referral/Ninia Smith, University FHSA 600 Park, Hays, KS, 93-628-4213.
2. Education/Eddie Tajeda, University/community colleges FHSA, Hays, KS, 913-628-5923.
3. Counseling/Eddie Tajeda, University/community colleges FHSA, Hays, KS, 913-628-5923.
4. Dissemination/Ninia Smith, University-Special Education FHSA 600 Park, Hays, KS, 93-628-4213.
5. College nights for disabled students/Pat Mahon, University FHSA, Hays, KS, 913-628-4187.

PROJECT PRODUCTS:
Product Type/Title
Brochure/Faculty Guide to Educating Disabled. Available free from Ninia Smith
Student handbook/Disabled Student handbook. Available free from Ninia Smith
Instrument/Social Skills Inventory. Available free from Ninia Smith
Workshop: Life Planning. Available free from Ninia Smith

PROJECT TITLE:
University of Minnesota General College
Demonstration Project

INSTITUTE #: 104

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
7/31/88

CONTACT PERSON: Terry Collins

MAILING ADDRESS:
216 Pillsbury Dr. SE
Minneapolis, MN 53455

TELEPHONE #: 612-625-5366

PROGRAM PURPOSE: The purpose of this project was to develop tests; implement, evaluate, and disseminate writing curriculum for mainstreamed LD college students wtih transition to work orientation.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
Classroom intervention/Terry Collins, University of Minnesota, 216 Pillsbury Dr. SE, Minneapolis, MN.

PROJECT PRODUCTS:
Product Type/Title
Brochure/Several. Available from ERIC Clearinghouse accessed by name Terence Collins
Article/Several. Available from ERIC Clearinghouse accessed by name Terence Collins

PROJECT TITLE:
Project ACCESS

CONTACT PERSON: Patricia B. Gallen

MAILING ADDRESS:
Keene State College
Elliot Hall
Keene, MN 03431

TELEPHONE #: 603-352-1909, ext. 556

INSTITUTE #: 123

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
6/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was: to serve adults with learning disabilities through a college-based regional program in order to enhance their access to and likelihood of success in postsecondary education. The project is made up of various components - assessment and diagnostic services; support services (advocacy, counseling, tutoring); dissemination of Project for replication purposes; and, training of faculty, secondary professionals, community agency and social services personnel. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Integrating services into college support services.
2. Evaluating mentoring project.
3. Continue in-service training for faculty and service providers.
4. New England network of LD support groups.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
Academic advising & educational planning, Instruction and mentoring, Enroll in LINK (summer prep program), In-service training, Data base, and National presentations/Pat Gallen, Keene State College, Elliot Hall, Keene, MN 03431, 603-352-1909.

PROJECT PRODUCTS:
Product Type/Title
Project developed instruments/Intake interview: Available from project.
Videotape/*I'm Not Stupid!* Available @ $22.00 from ACLD.

PROJECT TITLE:
Community-Based Training

INSTITUTE #: 112

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
9/30/88

CONTACT PERSON: Bob Atkins

MAILING ADDRESS:
Rehabilitation Institute
3011 Baltimore
Kansas City, MO 64108

TELEPHONE #: 816-756-2250

PROGRAM PURPOSE: The purpose of this project was to enhance the quality of occupational skill and work adjustment training and ease the transition from school to work for participants in existing faculty-based training and adjustment programs by developing community-based training and work adjustment sites in the area businesses and industries which will facilitate, encourage, and coordinate the postsecondary training and vocational adjustment of handicapped participants in a non-handicapped environment. Demonstrate feasibility of program design.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1988-89):
Continuing to provide the same services on a fee-for-service basis to Missouri high school vocational rehabilitation. May use the same format and staff to develop and implement two new supported employment programs for local school districts.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Intake/eligibility determination/Bob Atkins, Rehabilitation Institute 3011 Baltimore, Kansas City, MO, 816-756-2250.
2. Community work adjustment programming/Bob Atkins, Rehabilitation Institute 3011 Baltimore, Kansas City, MO, 816-756-2250.
3. Placement/Bob Atkins, Rehabilitation Institute 3011 Baltimore, Kansas City, MO, 816-756-2250.
4. Job coaching/Bob Atkins, Rehabilitation Institute 3011 Baltimore, Kansas City, MO, 816-756-2250.
5. Counseling/Bob Atkins, Rehabilitation Institute 3011 Baltimore, Kansas City, MO, 816-756-2250.
6. Program refinement/Bob Atkins, Rehabilitation Institute 3011 Baltimore, Kansas City, MO, 816-756-2250.
7. New work site development/Bob Atkins, Rehabilitation Institute 3011 Baltimore, Kansas City, MO, 816-756-2250.

PROJECT TITLE:
Educational Center for Disabled Students

CONTACT PERSON: Christy A. Horn

MAILING ADDRESS:
132 Administration
University of Nebraska
Lincoln, NE 68588-0401

TELEPHONE #: 402-472-3787

INSTITUTE #: 111

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
7/31/88

PROGRAM PURPOSE: The purpose of this project was to allow the disabled college student to take full advantage of his/her educational opportunities through a combination of instruction and computer application. The program will provide an evaluation of student needs and capabilities, a program combining computer technology and educational skills training, and a center for disabled students, prospective students, and their parents to seek assistance concerning current computer technological applications.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1988-89):
No new activities.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Adaptive computer inventories/Christy A. Horn, Handicapped Services 132 Administration, University of Nebraska, Lincoln, NE, 402-472-3738.
2. Needs assessment/Christy A. Horn, Handicapped Services 132 Administration, University of Nebraska, Lincoln, NE, 402-472-3738.
3. Agency cooperation/Christy A. Horn, Handicapped Services 132 Administration, University of Nebraska, Lincoln, NE, 402-472-3738.
4. Dissemination/Christy A. Horn, Handicapped Services 132 Administration, University of Nebraska, Lincoln, NE, 402-472-3738.
5. Adaptive educational interventions/Christy A. Horn, Handicapped Services 132 Administration, University of Nebraska, Lincoln, NE, 402-472-3738.

PROJECT PRODUCTS:
Product Type/Title
Article/Technical Reports/Final Reports: Available N/I from ERIC Clearinghouse.
Replication manual/ECDS Replication Manual: Available N/I from University of Nebraska.

PROJECT TITLE:
Career Skills Upgrading Project

CONTACT PERSON: Jean Crockett

MAILING ADDRESS:
Human Resources School
Searington Road
Albertson, NY 11507

TELEPHONE #: 516-747-5400

INSTITUTE #: 103

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
6/30/88

PROGRAM PURPOSE: The purpose of this project was to provide training in course content in a special curriculum built around the themes of knowledge of self, knowledge of self in relation to the world of work, and knowledge of self as a worker. This generic skills program was offered as part of a "reverse mainstreamed" adult education program 2-4 evenings per week over a 30-week period.

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PROJECT TITLE:
The Center: An Innovation in Providing Entry to Postsecondary Education for Handicapped Students

CONTACT PERSON: Alan Gartner

MAILING ADDRESS:
Graduate Center, CUNY
33 West 42 Street
New York, NY 10036

TELEPHONE #: 212-790-4239

INSTITUTE #: 109

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
8/1/86

PROGRAM PURPOSE: The purpose of this federally funded project was to create a center where, on a continuing basis, young people, postsecondary institutions schools, training agencies, and employers can link up. To make available career and educational information, e.g., permanent college night.

PROJECT TITLE:
Project MATCH (Metropolitan Area Transition Clearinghouse)

CONTACT PERSON: Bob Nathanson

MAILING ADDRESS:
Long Island University - Brooklyn Campus
University Plaza
Brooklyn, NY 11202

TELEPHONE #: 718-403-1044

INSTITUTE #: 101

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
8/31/87

PROGRAM PURPOSE: The purpose of this federally funded project was to design, demonstrate, and disseminate a model employment linkage program that will provide more effective transition and job linkage services to two- and four-year college graduates who have physical, emotional, and learning disabilities. The primary handicapping condition(s) of the students/clients served by this project included learning disability, emotional disorder, and physical handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
Provide job placement services to college graduates with disabilities, who are New York City residents, through the use of computer-based clearinghouse mechanism.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
Intake/eligibility determination, Assessment, Referral, Placement, Followup, Counseling, Dissemination and Agency coordination/Larry Trachtenberg, Long Island University - Brooklyn Campus, University Plaza, Brooklyn, NY 11201, 718-403-1044.

PROJECT PRODUCTS:
Product Type/Title
Brochure: Available free from project.
Project developed instruments: Available free form project.
Journal article/monograph/Matching disabled college graduates with employers in Reflections on Transition: Available @ $18.75 from Center for Advanced Study in Education, CUNY Graduate Center, 33 West 42nd, 620NC, New York, NY 10036

PROJECT TITLE:
Postsecondary Education Program for the Handicapped: A Model Program to Provide Expanded Support Services to 150 Learning Disabled Students

INSTITUTE #: 125

COMPETITION #: 84.078C

CONTACT PERSON: Monica Roth

DATE FEDERAL FUNDING EXPIRED:
8/31/87

MAILING ADDRESS:
SUNY at Stony Brook
133 Humanities Building
Stony Brook, NY 11794-5328

TELEPHONE #: 516-632-6748

PROGRAM PURPOSE: The purpose of this federally funded project was: to assist learning disabled students in achieving their full academic potential, to provide a supportive environment for their social, emotional, and intellectual development and to improve their opportunities for successful careers following completion of their studies, as well as serving as a model program for other institutions of higher learning. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
Eligibility determination, Assessment, Referral, Training and Counseling/Monica Roth, Office of the Disabled, 133 Humanities, SUNY at Stony Brook, Stony Brook, NY 11794-5328, 516-632-6748.

PROJECT PRODUCTS:

Product Type/Title
Brochure/The Resource Center for Learning Disabilities
Newsletter/The Up-To-Dater

PROJECT TITLE:
Learning How to Learn: Model High School/College Linkage to Expand Higher Education Opportunities for LD students

INSTITUTE #: 110

COMPETITION #: 84.078C

CONTACT PERSON: Pearl Seidenberg

DATE FEDERAL FUNDING EXPIRED:
8/31/87

MAILING ADDRESS:
C.W. Post Campus
Long Island University
School of Education
Greenvale, NY 11548

TELEPHONE #: 516-299-2132

PROGRAM PURPOSE: The purpose of this federally funded project was: to develop, demonstrate, and disseminate a model transitional postsecondary preparation program which will expand opportunities in higher education for learning disabled students. Provision of appropriate preparation for transition and promotion of postsecondary education as a viable option for LD students. Implementation of linkage between the university and local school districts in order to provide support to students before and after making a transition to college.

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PROJECT TITLE:
Using Job Clubs to Assist in the Transition to Work of Postsecondary Handicapped Students

INSTITUTE #: 107

COMPETITION #: 84.078C

CONTACT PERSON: James Long

DATE FEDERAL FUNDING EXPIRED:
10/1/86

MAILING ADDRESS:
Ohio State University Research Foundation
National Center for Research in
Vocational Education
1960 Kenney Road
Columbus, OH 43210

TELEPHONE #: 614-486-3655

PROGRAM PURPOSE: The purpose of this federally funded project was: to provide peer support for job seekers; teach participants job seeking skills; and reinforce the concept that job seeking is a full-time job and the worker's responsibility. To establish, operate, and evaluate three separate examples of a model handicapped postsecondary student job club to foster/promote transition. Disseminate information for replication.

PROJECT TITLE:
Using Job Clubs to Assist in the
Transition to Work of Postsecondary
Learning Disabled Students

CONTACT PERSON: James P. Long

MAILING ADDRESS:
The National Center for Research in
Vocational Education
1960 Kenney Road
Columbus, OH 43210

TELEPHONE #: 614-486-3655, ext. 476

INSTITUTE #: 128

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was: to provide peer support for LD job seekers; teach participants job-seeking skills; and reinforce the concept that job seeking is the worker's responsibility. The project will assess how well the job club concept helps LD college students gain or improve their job-seeking skills. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

PROJECT TITLE:
The PLUS Program: A Regional Liaison

CONTACT PERSON: Paul Naour

MAILING ADDRESS:
Muskingum College
Montgomery Hall 220
New Concord, OH 43762

TELEPHONE #: 614-826-8246

INSTITUTE #: 165

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
6/30/88

PROGRAM PURPOSE: The purpose of this project was to provide appropriate liaison services for regional high schools to facilitate admission opportunities to high school learning disabled students; to provide identified high school juniors and their LD teachers a summer program on a college campus; to provide metacognitive strategies to aid those students in developing independent learning behaviors prior to their senior year of high school; to provide a comprehensive psychoeducational assessment and to develop an individualized learning profile during the summer following high school graduation to those students anticipating participation in the PLUS program; to continue providing supplemental individual professional tutorial services to participants in the PLUS program; to develop training opportunities for tutorial staff and faculty advocates during each summer the project is in place; to enhance professional placement opportunities for learning disabled college graduates by providing program assistance to the College Placement Service at Muskingum College; to provide for national dissemination of a regionally based comprehensive program model by utilizing a regionally based consortium of secondary and postsecondary schools.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1988-89):
Continuation of project activities developed during funding period.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Professional tutoring/Paul Naour, Muskingum College Montgomery Hall 220, New Concord, OH, 614-826-8246.
2. Learning profile development/Paul Naour, Muskingum College Montgomery Hall 220, New Concord, OH, 614-826-8246.
3. Faculty and admissions liaison/Paul Naour, Muskingum College Montgomery Hall 220, New Concord, OH, 614-826-8246.
4. College program task force/Paul Naour, Muskingum College Montgomery Hall 220, New Concord, OH, 614-826-8246.
5. Newsletter/Paul Naour, Muskingum College Montgomery Hall 220, New Concord, OH, 614-826-8246.
6. Professional liaison/Paul Naour, Muskingum College Montgomery Hall 220, New Concord, OH, 614-826-8246.

PROJECT PRODUCTS:
Product Type/Title
Brochure
Newsletter
Parent handbook
Training manual

PROJECT TITLE:
Career Development

CONTACT PERSON: Jeff Vernooy

MAILING ADDRESS:
Office of Handicapped Services
Wright State University
Dayton, OH 45435

TELEPHONE #: 513-890-2251

INSTITUTE #: 108

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
7/30/88

PROGRAM PURPOSE: The purpose of this project was to design and implement a comprehensive system of career planning and placement services for students with severe/multiple disabilities, educate employers on issues related to hiring disabled individuals, and create job opportunities.

PROJECT TITLE:
Project OVERS - Oklahoma Vocational
Education Resource System

CONTACT PERSON: Kathy McKean

MAILING ADDRESS:
123 E. Broadway
Cushing, OK 74023

TELEPHONE #: 918-225-1882

INSTITUTE #: 118

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
8/1/88

PROGRAM PURPOSE: The purpose of this project was to provide for the post-secondary vocational/technical education needs of LD adults in Oklahoma through a model resource system at Central Area Vo-Tech and to replicate this model in 24 other area vo-techs (and their associated satellite centers) in the state.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1988-89):
Dissemination; continuation and expansion of services; revision of intake/placement services.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Intake/eligibility determination/Kathy McKean, Area Vo-tech school 123 E. Broadway, Cushing, OK, 918-352-2551.
2. Assessment/LaDonna Geat, Area Vo-tech school, Cushing, OK, 918-352-2551.
3. Placement.
4. Education.
5. Dissemination.
6. Referral.

PROJECT PRODUCTS:
Product Type/Title
Brochure: Available from Kathy McKean
Videotape/Project Overs: A Chance for LD Adults: Lend only
Replication workshop manual: Available from Kathy McKean
Study Skills manual: Available from Kathy McKean
Job Skills Compendium: Available from Kathy McKean

PROJECT TITLE:
Vanguard School Transition Program

CONTACT PERSON: Jacque Murray

MAILING ADDRESS:
P.O. Box 730
North Valley Road
Paoli, PA 19010

TELEPHONE #: 215-296-6753

INSTITUTE #: 106

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
6/86

PROGRAM PURPOSE: The purpose of this federally funded project was to ease the transition of handicapped students into work and/or postsecondary academic or vocational programs. Supportive individualized program for students to develop interpersonal and adult life skills needed to sustain employment.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Basic skills training.
2. Counseling.
3. Work experience.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
Education, Counseling, Intake/eligibility determination, and Work experience Program/Jacque Murray, Vanguard School, P.O. Box 730, North Valley Road, Paoli, PA 19010, 215-296-6753.
Agency coordination/Mike Wakefield, Office of Vocational Rehabilitation, 1062 Lancaster Avenue, Rosemont, PA 19010, 215-525-1810.

PROJECT PRODUCTS:
Product Type/Title
Brochure/Vanguard School: Free from project.

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PROJECT TITLE:
World of Work and Social Skills

CONTACT PERSON: Jay Segal

MAILING ADDRESS:
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

TELEPHONE #: 215-751-8289

INSTITUTE #: 119

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
8/31/87

PROGRAM PURPOSE: The purpose of this federally funded project was to help LD college students assess vocational interests and aptitudes, develop a plan to achieve career goals, and develop social skills in order to enhance transition success on the job and in life situations. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

PROJECT TITLE:
Project ASSIST

CONTACT PERSON: Connie Dalke

MAILING ADDRESS:
University of Wisconsin - Whitewater
Roseman 2019
Whitewater, WI 53190

TELEPHONE #: 414-472-4788

INSTITUTE #: 105

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
9/14/87

PROGRAM PURPOSE: The purpose of this federally funded project was to increase the likelihood that LD students will complete their college degree and become gainfully employed. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Continuation of project.
2. Refinement of services.
3. Continue with followup study.
4. Continue researching effective learning strategies.
5. Continue collecting data on college students with learning disabilities.
6. Begin to establish "pen pal" network--college students with LD writing to and acting as role models for younger students with LD.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
Intake/eligibility determination, Assessment, Summer high school to college transition program, One-to-one services, Study groups, Test accommodations, Student support group, Networking with Counseling Center and Career Planning & Placement Center, Followup studies, Teacher training site research, Dissemination, Program refinement/revision and Continued program evaluation/Connie Dalke, University of Wisconsin-Whitewater, Roseman 2019, Whitewater, WI 53190, 414-472-4788.

PROJECT PRODUCTS:
Product Type/Title
Brochure/Project ASSIST
Parent & student handbook/Choosing a College: Product information available from project
Replication manual/Project ASSIST Program Guide: Product information available from project
Journal article/Woodcock-Johnson profiles of learning disabled as compared to non-learning disabled college freshman by Connie Dalke, Journal of Learning Disabilities (in press)
Journal article/Project ASSIST high school to college transition program: Meeting the needs of college-bound students wtih learning disabilities by C. Dalke & S. Schmitt (1987), Journal of Learning Disabilities, 20(3), 176-180.

COMPETITION PROFILE: CFDA 84.086M

INNOVATIVE PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN: TRANSITION SKILLS DEVELOPMENT FOR SEVERELY HANDICAPPED (INCLUDING DEAF-BLIND) YOUTH

INITIAL COMPETITION: 3/21/86

PURPOSE OF COMPETITION

The purpose of this competition was to provide support to projects which design, implement, and disseminate information about innovative practices which facilitate the transition of a small number of youth with severe handicaps from education to employment and other service options, in preparation for their integration into regular community environments as adults. Emphasis was to be placed on the development of job-related skills, peer interactions, orientation and mobility, personal grooming, independent living skills and the development of a positive self-concept. Procedures for initiating and maintaining on an on-going basis, coordination and cooperation with state educational and rehabilitative agencies were to be included. Project activities were to focus upon the development of skills identified as those most needed by project participants in order to facilitate their effective transition.

AUTHORITY

Authority for this program is contained in Section 624 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Public or private, profit or non-profit organizations and institutions were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,965,000 was expected to be available for support of up to 25 projects.

NUMBER OF GRANTS AWARDED

Eleven grants were awarded under this competition.

DURATION

Project support was available for up to three years under this competition subject to an annual review of progress and availability of funds. One project expired in 1987. The remaining projects will expire in Summer and Fall 1989.

SUMMARY OF 84.086M PROJECT PROFILES

PRIMARY GRANTEE

Of the 11 grants funded in this competition, four grants were awarded to public secondary schools/local education agencies. Three universities and two private non-profit agencies received grant awards. State agencies receiving funds under this competition include a state education agency and a state MR/DD agency.

PROJECT PARTICIPANTS

The target population, youth with severe handicaps (including deaf-blind), was specific in this competition. Ten projects described their target population for the 833 they directly served. The three major groups of handicapping conditions reported were mental retardation (27% of the population), developmental disability (16%), and chronic mental illness (13%). These projects served all severe handicapping conditions including blind/deaf which represents 1% of the population served in the current year.

Related service components were reported by all current projects. Ten projects indicated services being provided to 164 teachers. Three hundred sixty-six parents are receiving services from eight projects, 233 agency personnel by seven projects, and four projects are providing related service to 75 business/industry personnel. Four projects report training to their project staff (48).

COOPERATING AGENCIES AND ORGANIZATIONS

Eight projects reported on one or more cooperating agencies. Seven projects reported cooperation with state agencies. Three projects indicated cooperation with public schools, three with local education agencies, and three with Associations for Retarded Citizens. Two projects indicated cooperations with community workshops, and two with residential education facilities. One indicated cooperation with a university, and one with a private not-for-profit organization.

PRODUCTS

The 10 current projects reported product development. Seven reported production of articles. Five indicated development of a brochure, five a newsletter, and five a training manual. Four projects reported development of instruments, and four reported on development of a replication manual. Three projects indicated development of a parent handbook, and three of curricula. Two indicated development of a slide presentation. One project reported the development of a video presentation and one a vocational handbook.

PROJECT EVALUATION PLAN

For these projects essentially all of the evaluation plan is being accomplished by the project director and other project staff. As an evaluation approach they use primarily systems analysis, goal based, and professional review, but projects also report use of case study, goal free, and decision making approaches as a basis for evaluating their projects.

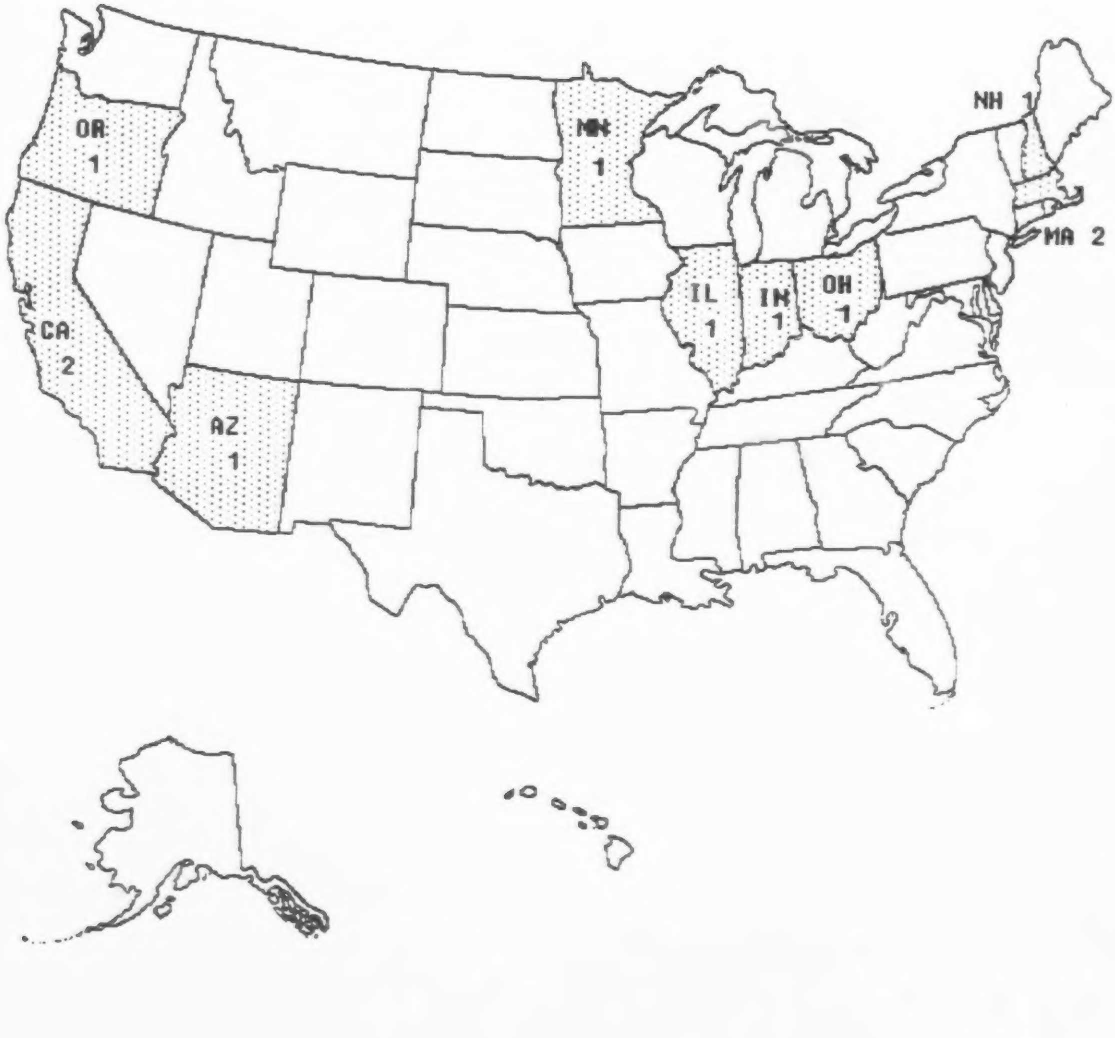
GEOGRAPHIC AREA SERVED

Of the 10 current projects, three reported statewide services, and four projects reported serving major metropolitan areas. One project serves a portion of a county, and one project is countywide. The provision of service to more than one county within the state was reported by one project.

Location of 84.086M Projects

Geographic Distribution of Current and
Expired 84.086M Projects
as of May 1989

(N = 11)



PROJECT TITLE:
Project Origins

PROJECT DIRECTOR: James S. Gittings

MAILING ADDRESS:
University of Arizona
College of Education
Division of Special Education and Rehabilitation
Tucson, AZ 85721

TELEPHONE #: 602-621-7823

INSTITUTE #: 147

COMPETITION #: 84.086M

PROJECT START DATE: 9/1/86
PROJECT END DATE: 8/31/89

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: Project Origins is a joint effort by the Division of Special Education and the Arizona State Museum at the University of Arizona, Southern Arizona Pilot Parents Association, and a number of local school districts, to develop innovative approaches to vocational skills training and social integration for youth with handicapping conditions. Toward this end our project seeks to develop the field of archeology as a matrix for skills training, social integration, and longer-term employment possibilities.

PROJECT FOCUS:
1. Identify project participants.
2. Plan, conduct, and evaluate parent, student, and educator workshops.
3. Conduct surveys regarding self-perceived transition needs of parents, students, and teachers.
4. Disseminate position paper on results of Needs Survey.
5. Plan, conduct, and evaluate transition program for students during summer.
6. Compile first draft of Wisconsin Postsecondary Resource Directory.
7. Disseminate overview of model to public and professional audiences.
8. Individual transition counseling.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 25

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 25

Handicapping Condition	No. Served	Age Range
Severe autism	2	16-19
Severe deafness/blindness	10	
Moderate developmental disability	5	13-21
Severe developmental disability	11	13-21
Profound developmental disability	1	13-21

Professionals/parents receiving services (training) through project activities:

15 Parents	10 Teachers
7 Project staff	

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, goal free, decision making, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, student/client progress in training program, student/client integration into environment

On Employers: Employer collaboration level, employer satisfaction with student/client and project activities, employer outcome status

Instrumentation

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, brochure/pamphlet

Audience: OSERS, advisory board, other participants of schools, parents

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Slide presentation	Currently available
Journal articles	Currently available
Replication manual	Currently available

PROJECT TITLE:
Transition Skills Development for Severely Handicapped

PROJECT DIRECTOR: Dan Hulbert

PROJECT COORDINATOR: Bonnie Bolton

CONTACT PERSON: Dan Hulbert

MAILING ADDRESS:
Whittier Union H.S. District
Career Assessment & Placement Center
9401 S. Painter Ave.
Whittier, CA 90605

TELEPHONE #: 213-698-8121

INSTITUTE #: 146

COMPETITION #: 84.086M

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

PRIMARY GRANTEE:
Local education agency

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To facilitate effective transitioning from secondary to postsecondary environments (job or school) by promoting a shared networking and responsibility of all individuals and/or services involved in the transition process; to increase the likelihood that students with learning disabilities will complete high school and make an effective transition into a postsecondary educational or vocational environment; to disseminate the model to secondary and/or postsecondary service providers interested in replicating the transition model in their settings.

PROJECT FOCUS:
1. Phase out of project staff from integrated programming.
2. Train permanent school staff to continue integrated programming.
3. Write dissemination manual on project.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 80

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Mild multiple handicap	1	14-24
Moderate multiple handicap	3	14-24
Severe multiple handicap	17	14-24
Profound multiple handicap	9	14-24

Professionals/parents receiving services (training) through project activities:
40 Parents
10 Teachers
School administrators

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal free, professional review

Instrumentation

Locally/Project Developed Instruments: Ecological inventories, student repertoire inventory, parent surveys, school personnel survey

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator

Type of Evaluation Reporting and Audience

Type: Annual report

Audience: Consumers, OSERS, advisory board, state agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Videotape	Currently available
Replication manual	Currently available

PROJECT TITLE:
Transition Skills Development

PROJECT DIRECTOR: Robert B. Daily

PROJECT COORDINATOR: Glen Maxion

MAILING ADDRESS:
Grossmont Unified High School Dist.
Special Education Career Center
230 Jamacha Road
El Cajon, CA 92019

TELEPHONE #: 619-422-0693

INSTITUTE #: 140

COMPETITION #: 84.086M

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

PRIMARY GRANTEE:
Public secondary school

GEOGRAPHIC AREA SERVED:
Part of a county

PROGRAM PURPOSE: Development and implementation of the Transitional Instruction Model for project participants, and to refine and replicate model.

PROJECT FOCUS:

1. Continue direct services to students, parents/care providers and professionals including community-based vocational training for students 14-22, development/review and implementation of vocational and transition plans for students 18-22, and inservice training.
2. Coordinate districts/regional center officers county-wide for continuity of transition procedures.
3. Develop pilot procedures for coordinating I.E.P., I.P.P., and I.T.P.
4. Evaluate project's outcomes.
5. Write final report.
6. Develop plan for continuation of services beyond final funding year.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 280

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Mild autism	3	15-22
Moderate autism	8	15-22
Severe autism	5	15-22
Profound autism	7	15-22
Mild emotional disorder	3	16-20
Moderate emotional disorder	1	16-20
Moderate hearing impairment	1	15-22
Profound hearing impairment	5	15-22
Mild cerebral palsy	1	15-22
Moderate cerebral palsy	3	15-22
Severe cerebral palsy	1	15-22
Profound cerebral palsy	15	15-22
Moderate communication disorders	1	21
Moderate epilepsy	1	15
Mild mental retardation	3	14-22
Moderate mental retardation	72	14-22
Severe mental retardation	28	14-22

Profound mental retardation	38	14-22
Mild physical handicap	1	18-19
Moderate physical handicap	2	18-19
Mild visual impairment	1	15-22
Moderate visual impairment	2	15-22
Profound visual impairment	5	15-22

Professionals/parents receiving services (training) through project activities:

25 Teachers	5 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): Systems analysis, goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client and project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct services provided by project, postsecondary education/training satisfaction with student/client participation and project activities, postsecondary education/training outcomes

Instrumentation

Locally/Project Developed Instruments: Vocational Rating Scale, parent interview, Student Collateral Packet

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, Transition Institute, Regional Center, Association for Retarded Citizens, school board, special education regional office

PROJECT PRODUCTS:

Product	Date Available
Newsletter	Currently available
Parent handbook	Currently available
Project developed instruments	Currently available
Slide presentation	Currently available
Vocational handbook	Currently available

PROJECT TITLE:
Supported Competitive Employment for Mentally Ill Youth

PROJECT DIRECTOR: Judith A. Cook

MAILING ADDRESS:
Thresholds
2700 N. Lakeview Ave.
Chicago, IL 60614

TELEPHONE #: 312-348-5522

INSTITUTE #: 149

COMPETITION #: 84.086M

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

PRIMARY GRANTEE:
Private non-profit agency

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To design, implement, evaluate, and replicate innovative methods for the provision of transition skills training to adolescents and young adults with severe handicaps.

PROJECT FOCUS:

1. Provide academic and social services to students with learning disabilities.
2. Develop project as setting for cooperative learning.
3. Provide training/enrichment for staff.
4. Continue to improve relationships between project and other campus and community providers of services to students with learning disabilities.
5. Maintain quality of advisory board as resource to nurture and evaluate project's growth.
6. Provide summer high school to university transition program for incoming freshmen.
7. Evaluate grant's success as defined by objectives.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 105

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 105

Handicapping Condition	No. Served	Age Range
Severe chronic mental illness	105	16-21
Dropout	20	16-21
Economically disadvantaged	30	16-21
Minority youth	40	16-21
Substance abuse	40	16-21

Professionals/parents receiving services (training) through project activities:

40 Parents
35 Business/industry personnel
7 Project staff
20 Agency personnel
6 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client and project activities, employer outcome status

On Postsecondary Education: Postsecondary education/training demographics

Instrumentation

Commercially Available Instruments Used by Projects: Leisure Time Activities Scale, Coping Mastery Scale, Rosenberg Self-Esteem Scale, Stigma Scale and Depression & Anxiety Scale (Zung), Test of Adult Basic Education, Brief Psychiatric Rating Scale, Global Assessment, Scale and Work Satisfaction Scale

Locally/Project Developed Instruments: Work reporting forms, employer contact log, individualized transition plan, client support log and rehospitalization report form

Personnel Involved in Evaluation Activities: Project Director, Project Staff, Staff Evaluator, project teachers

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, newsletter, conference reports, publications

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency, Chicago Board of Education, local education agencies, other mental health agencies, advocacy groups, employers, rehabilitation agencies

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Parent handbook	Currently available
Training manual	3/90
Project developed instruments	3/90
Curricula	Currently available
Journal articles	Currently available

PROJECT TITLE:
Model Program of Transition Activities for Severely Handicapped Students

PROJECT DIRECTOR: Jerry Keener

MAILING ADDRESS:
Monroe County School Cooperative
315 North Drive
Bloomington, IN 47401

TELEPHONE #: 812-339-3488

INSTITUTE #: 145

COMPETITION #: 84.086M

PROJECT START DATE: 9/1/86
PROJECT END DATE: 8/31/89

PRIMARY GRANTEE:
Local education agency

GEOGRAPHIC AREA SERVED: State

PROGRAM PURPOSE: To create, implement, evaluate, and disseminate a system of support services which facilitates an effective and efficient transition from postsecondary education to appropriate employment for the severely physically disabled.

PROJECT FOCUS:

1. Hire program staff.
2. Develop Business Advisory Council.
3. Develop curriculum in computer-assisted design and drafting (CADD) and professional socialization.
4. Recruit and train 12 disabled students.
5. Develop forms and handbooks.
6. Establish project data base.
7. Place 9 program graduates in jobs.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 41

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 41

Professionals/parents receiving services (training) through project activities:
1 Teacher

PROJECT EVALUATION PLAN:

Evaluation approach(es): systems analysis, decision making

Instrumentation

Personnel Involved in Evaluation Activities: Project Director, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report
Audience: OSERS, state agency, ERIC, professional organizations

PROJECT TITLE:
A Model Transition Skills Development Program for Severely Handicapped and Deaf/Blind Students in Residential and Day Schools

PROJECT DIRECTOR: Norm Hursch

MAILING ADDRESS:
Dept. of Rehabilitation Counseling
Sargent College
Boston University
University Road
Boston, MA 02215

TELEPHONE #: 617-353-2725

INSTITUTE #: 141

COMPETITION #: 84.086M

PROJECT START DATE: 7/1/86
PROJECT END DATE: 6/30/89

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To develop, implement, and evaluate an effective transition program to increase the employability, independence, and community integration of severely handicapped and deaf-blind students in a residential day school program.

PROJECT FOCUS:

1. Implementation of model program under field test conditions concluding with a complete review and analysis of field test and other evaluative data.
2. Revise and refine program model prior to full implementation during year three.
3. Continue to identify new program participants.
4. Continue to provide orientation and training to participants, parents, professionals, etc.
5. Maintain and expand on current cooperative agreements with government and community agencies.
6. Begin development of the continuation plan.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 30

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Severe deafness/blindness	11	14-22
Severe hearing impairment	20	14-22
Severe visual impairment	10	14-22

Professionals/parents receiving services (training) through project activities:

16 Parents
10 Business/industry personnel
13 Agency personnel
12 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis

Instrumentation

Personnel Involved in Evaluation Activities: Project Director, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Advisory board

PROJECT PRODUCTS:

Product	Date Available
Curricula	Not indicated
Journal articles	Not indicated

PROJECT TITLE:
Transitional Skills Development

PROJECT DIRECTOR: John Lambert

CONTACT PERSON: Sandra Copman

MAILING ADDRESS:
ABCD, Inc.
178 Tremont St.
Boston, MA 02111

TELEPHONE #: 617-357-6000

INSTITUTE #: 142

COMPETITION #: 84.086M

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

PRIMARY GRANTEE:
Private non-profit agency, other

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To facilitate a more effective transition from school to work or community living for 25+ multidisabled youth from the city of Boston by developing, starting at age 14, individualized transitional plans for each client which will include plans for and implementation of social development activities, counseling, job training, and job/other placement.

PROJECT FOCUS:
1. Job placement, on-site support, and follow-along services.
2. Intensified family services.
3. Counseling/referrals.
4. Travel training.
5. Seeking ongoing funding past 9/89 (when federal funding terminates).

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Economically disadvantaged	50	14-22
Minority youth	28	14-22
Moderate cerebral palsy	5	14-22
Severe cerebral palsy	3	14-22
Moderate mental retardation	10	14-22
Severe mental retardation	4	14-22
Severe spinal cord injury	2	14-22
Severe visual impairment	2	14-22
Moderate multiple handicap	3	14-22
Severe multiple handicap	8	14-22
Muscular dystrophy	4	14-22

Professionals/parents receiving services (training) through project activities:
20 Parents
20 Business/industry personnel
15 Project staff
20 Agency personnel
15 Teachers
Undergraduate students

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, goal free, connoisseurship, professional review, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

Instrumentation

Personnel Involved in Evaluation Activities: Project Director, Project Staff, Third Party Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency, business with PIC, LEA

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Project developed instruments	Currently available
Journal articles	9/89

PROJECT TITLE:
Planning for the Transition from School to Work and Adult Life for Severely Handicapped

PROJECT DIRECTOR: Gary Parsons

PROJECT COORDINATOR: Marlene Gundale

CONTACT PERSON: Suzanne Sancilio

MAILING ADDRESS:
Lexington School
1130 W. County Road B
Roseville, MN 55113

TELEPHONE #: 612-633-0084

INSTITUTE #: 144

COMPETITION #: 84.086M

PROJECT START DATE: 10/1/86
PROJECT END DATE: 10/1/89

PRIMARY GRANTEE:
Public secondary school

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: Modification of activity-based curriculum and program information, implementation of information system in eight residential settings, and implementation in two secondary classrooms.

PROJECT FOCUS:

1. Evaluate project progress and effectiveness through student, parent, and staff surveys.
2. Coordinate efforts for continuance of project activities after funding ends.
3. Disseminate Transition Planning Guide to all families and review contents at spring conferences.
4. Complete Student Information Profile sheets for all students as a means of recording pertinent background and transition planning information.
5. Organize parent workshops and information sharing meetings.
6. Develop range of instructional activities and program strategies to enhance student participation in employment and community living.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 45

Handicapping Condition	No. Served	Age Range
Moderate mental retardation	30	16-21
Severe mental retardation	15	16-21

Professionals/parents receiving services (training) through project activities:

60 Parents	20 Agency personnel
50 Teachers	10 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, professional review, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers: Employer characteristics/demographics, level of direct service provided to employer

Instrumentation

Commercially Available Instruments Used by Projects: Leiter Intelligence Scale, Peabody Picture Vocabulary Test, Vineland Adaptive Behavior Scales, Inventory for Client and Agency Personnel

Locally/Project Developed Instruments: Daily Living Skills Observation, Vocational Training Plan & Agreement, Work Task Analysis Form, log sheets, Self-Care Checklist, Community Mobility Checklist, Employer/Community Sponsor Evaluation Student, Employer/Community Sponsor Evaluation Program

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Parent handbook	Currently available
Training manual	Currently available
Journal articles	Currently available

PROJECT TITLE:
New Hampshire Transition Initiative

CONTACT PERSON: Stephanie J. Powers

MAILING ADDRESS:
NH Developmental Disabilities Council
9 S. Spring St., Suite 204
Concord, NH 03301

TELEPHONE #: 603-224-0068

INSTITUTE #: 150

COMPETITION #: 84.086M

DATE FEDERAL FUNDING EXPIRED:
3/31/88

SPECIAL NET USER ID:
NH.SE (Attn: Stephanie Powers)

PROGRAM PURPOSE: The purpose of this federally funded project was to improve employment and training services provided for young people with severe disabilities. The priorities of the initiative are designed to influence, not just the ways in which these young people move from educational services to the adult world, but also the ways in which secondary schools prepare these special education students for the transition from school to work.

PROJECT PRODUCTS:

Product Type/Title

Newsletter - Fact sheets on transition for vocational educators and special educators: available at no charge, contact Stephanie J. Powers at the above address.

Training Manual - How-to manual about initiating transition planning at the local school level: available at no charge, contact Stephanie J. Powers at the above address.

Journal article/monograph - Transition concept paper, executive summary, newspaper and journal article on parent involvement experiences: available at no charge, contact Stephanie J. Powers at the above address.

Other products - Report on transition planning teacher competencies for secondary teachers; inservice training materials; resource listing of reference materials: available at no charge, contact Stephanie J. Powers at the above address.

PROJECT TITLE:
Integrated Community Employment Options

PROJECT DIRECTOR: Betty Macintosh

PROJECT COORDINATOR: Thomas Hemmert

CONTACT PERSON: Thomas Hemmert

MAILING ADDRESS:
Ohio Department MR DD
30 E. Broad St.
Columbus, OH 43215

TELEPHONE #: 614-466-7590

INSTITUTE #: 148

COMPETITION #: 84.086M

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

PRIMARY GRANTEE:
Other

GEOGRAPHIC AREA SERVED:
County

PROGRAM PURPOSE: Using group process to brainstorm strategies to overcome barriers with all groups (student, educators, administrators, counselors, parents).

PROJECT FOCUS:

1. To recruit, diagnose, assess, and provide supportive services for university students with learning disabilities.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 80

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 18

Handicapping Condition	No. Served	Age Range
Mild mental retardation	4	16-22
Moderate mental retardation	8	16-22
Severe mental retardation	6	16-22

Professionals/parents receiving services (training) through project activities:

75 Parents
10 Business/industry personnel
4 Project staff
50 Agency personnel
20 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/ client demographics, student/client educational background data, student/ client work experience background data, assessment results for student/ client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client and project activities, employer outcome status

On Postsecondary Education: Level of direct service provided by project

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Stanford-Binet LM, Montery, Living/Working Independently, Bankson, AAMD, Vineland, Behavior Characteristics Profile, WRAT, Brigance

Locally/Project Developed Instruments: Special Interest, PT/OT/APE, Biomechanical analysis, parent survey

Personnel Involved in Evaluation Activities: Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, advisory board

PROJECT PRODUCTS:

Product	Date Available
Training manual	10/89
Project developed instruments	10/89
Journal articles	Not indicated
Replication manual	10/89

PROJECT TITLE:
Lifestyle Outcomes Curriculum Project

PROJECT DIRECTOR: Robert Horner

MAILING ADDRESS:
University of Oregon
135 Education
Eugene, OR 97405

TELEPHONE #: 503-686-5311

INSTITUTE #: 143

COMPETITION #: 84.086M

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED: State

PROGRAM PURPOSE: The mission of this project is to develop, implement, and evaluate an effective transition program to increase the employability, independence and community integration of severely handicapped and deaf-blind students in a residential and day school program.

PROJECT FOCUS:

1. Review current year objectives.
2. Select students for second year.
3. Define objective for second year.
4. Review curriculum changes.
5. Perform job forecast.
6. Identify new employment sites.
7. Develop training manuals.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 280

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120

Handicapping Condition	No. Served	Age Range
Moderate developmental disability	20	17-25
Severe developmental disability	75	17-25
Profound developmental disability	25	17-25

Professionals/parents receiving services (training) through project activities:
90 Agency personnel 15 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis

Instrumentation

Commercially Available Instruments Used by Projects: Behavior Development Scale

Locally/Project Developed Instruments: VOIS Model Fidelity Checklist, Resident Lifestyle Inventory, Social Network Analysis Form, Valued Outcomes Information System

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS

PROJECT PRODUCTS:

Product	Date Available
Training manual	Currently available
Curricula	Currently available
Journal articles	Currently available
Replication manual	Currently available

COMPETITION PROFILE: CFDA 84.158C

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: MODELS FOR PLANNING AND IMPLEMENTATION OF TRANSITIONAL SERVICES

INITIAL COMPETITION: 12/07/84
SECOND COMPETITION: 1/21/86
THIRD COMPETITION: 12/15/86

PURPOSE OF COMPETITION

The purpose of the initial competition was to support projects designed to plan and develop cooperative models for activities among State or local education agencies and adult service agencies, which would facilitate effective planning and program development to meet the service and employment needs of youth with handicapping conditions as they leave school. Model programs were to target those youth who need but have traditionally had problems linking with community-based training programs and services or obtaining and maintaining employment. Projects were expected to consist of a planning phase which would attend to the development of a cooperative planning model, and an implementation phase which would implement and evaluate the model.

The program focus was more explicit in the second competition. It was specified that the planning phase (Year 1) should result in cooperative systemic planning which goes beyond collaboration to formal working commitments and agreements. The planning process was also to be sufficiently documented in terms of procedures, resources required, and outcomes obtained so that others could replicate the cooperative planning process. The implementation phase was extended to two years in the FY1986 competition, and replicability of the model was stressed. The model demonstration was also to provide for rigorous evaluation in order to determine its effectiveness to extend current knowledge relating to the transitional needs of youth with handicapping conditions. The second competition also emphasized the collaborative nature of the model projects and stressed the need for applicants to show the commitment of participating education, rehabilitation, or other service providers within the application.

The focus for FY1987 was the identification of systemic barriers in agencies affecting the transition process, development and implementation of innovative approaches for transitional service delivery and the evaluation of the effectiveness of cooperative planning and implementation. The third competition reflected the requirements of the second competition (FY1986) for a planning phase and an implementation and evaluation phase. The target population remained the same as the initial competition.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 98-199.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies, and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) were eligible for all three competitions.

FUNDS AVAILABLE

Approximately $900,000 was available for support of an estimated 13 new cooperative models in fiscal year 1985. The approximate amount available for fiscal year 1986 was $880,000 for support of eight to ten new cooperative models. The approximate amount available for FY1987 was $700,000 for an estimated seven awards.

NUMBER OF GRANTS AWARDED

In FY1985, 16 model demonstration grants were awarded. In FY1986, 10 new model demonstration grants were awarded. In FY1987, 12 new model demonstration grants were awarded.

DURATION

For FY1985, project support was available for two years subject to an annual review of progress and availability of funds. All FY1985 projects expired in 1987. Project support was extended to three years for both FY1986 and FY1987 projects, subject to an annual review and availability of funds. The FY1986 projects will expire in 1989, and the FY1987 projects will expire in 1990.

SUMMARY OF 84.158C PROJECT PROFILES

PRIMARY GRANTEE

Of the 22 current projects reporting, five grants were awarded to public secondary schools/local education agencies under this competition. Six awards were received by universities. Seven state agencies received grant awards under this competition including six state departments of education and a Governor's Planning Council on Developmental Disabilities. Four private non-profit agencies received grant awards.

PROJECT PARTICIPANTS

Projects funded under this competition were to target youth with handicapping conditions who need, but have traditionally had problems (1) linking with community-based training and/or services, or (2) obtaining and/or maintaining employment. The three handicapping conditions most served by these projects are mental retardation (39% of target population), learning disabilities (30%), and emotional disorders (16%). Twenty-three handicapping conditions are represented in the remaining 15% of the target population indicating the wide range of individuals served by this competition.

With this competition's emphasis on collaboration with education, rehabilitation, and service providers, 22 projects indicated provision of related service components. Twenty projects reported providing related services to teachers, with an estimated 1,300 receiving service/training. Seventeen projects reported working with a total of 1,315 parents. Eighteen projects are providing services to 739 agency personnel, and 13 projects are reported services to 445 business/industry personnel. And 54 project staff are receiving training from their 15 projects.

COOPERATING AGENCIES & ORGANIZATIONS

Twenty-two projects reported on one or more cooperating agencies. Twelve projects reported cooperation with state agencies. Eleven projects indicated cooperation with JTPAs. Ten projects reported on cooperation with local education associations, and ten with public schools. Nine indicated cooperation with universities, and nine with community workshops. Six indicated cooperation with residential rehabilitation institutions. Five reported cooperation community rehabilitation institutions, and five with associations for retarded citizens. Two projects indicated cooperation with city agencies, and two with private, not-for-profit agencies. One project indicated cooperation with an ACLD, one with a parent advisory center, and one with an educational service district.

PRODUCTS

All twenty-two projects reported on product development. The majority of projects indicated a brochure (15) and production of articles (12). Eleven projects indicated development of instruments, and eleven the development of a replication manual. Ten indicated development of a training manual, and ten reported development of a parent handbook. Seven projects indicated development of a video presentation, and seven reported the production of curricula. Five projects indicated the development of a student handbook, and three reported development of a slide presentation.

PROJECT EVALUATION PLAN

The three most common approaches to evaluation planning by these projects are systems analysis, goal based, and decision making. Professional review and case study methodologies are also used by several projects. In most cases the project staff are responsible for evaluation. Five projects report that their advisory boards are also involved; five indicate a third party evaluator; and four indicate that their staff includes an evaluator.

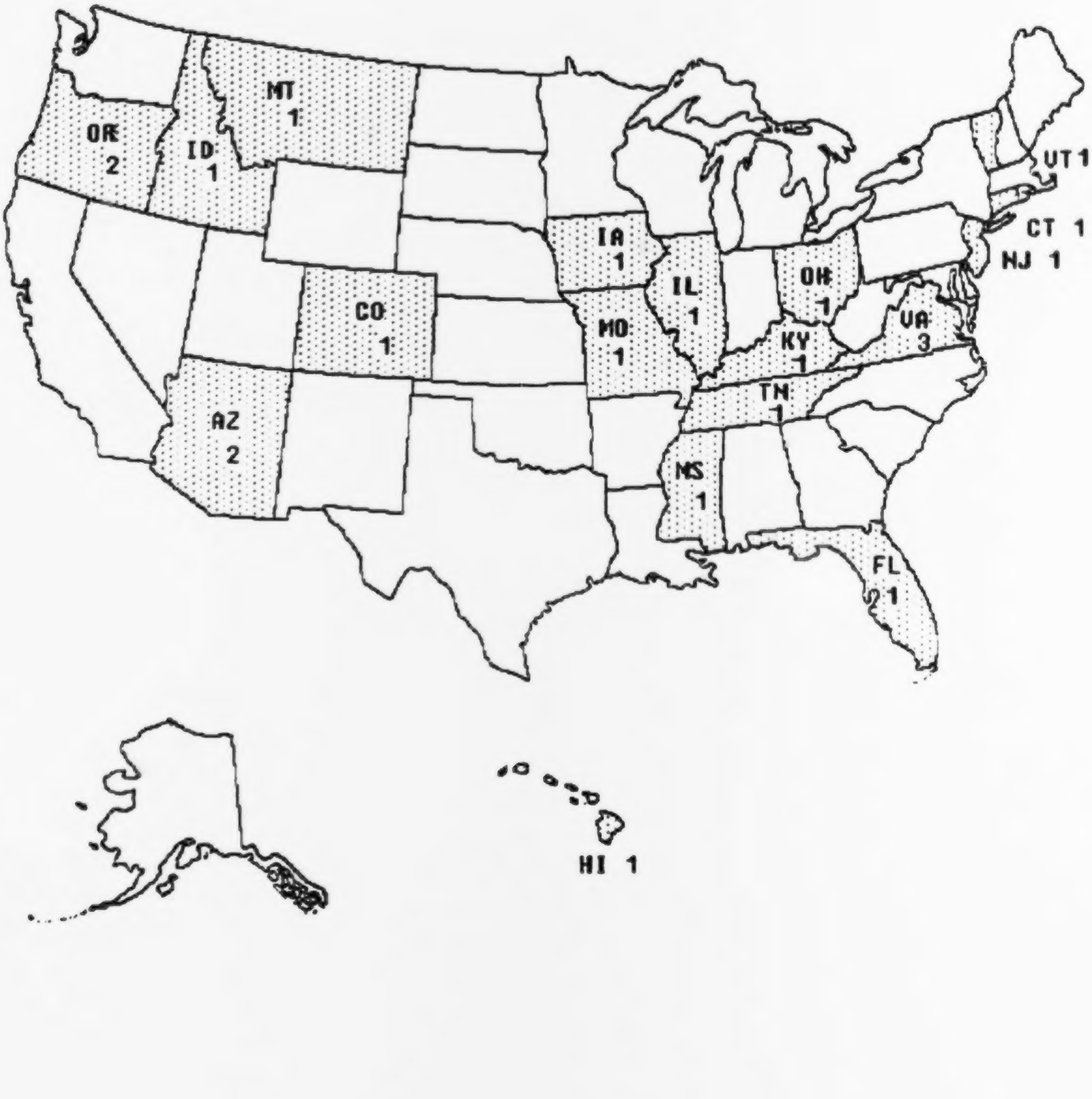
GEOGRAPHIC AREA SERVED

Of the 22 current projects, nine projects reported a statewide area being served. Three projects serve a county within their respective states, one of which includes a major metropolitan area. Four projects provide services to more than one county. Three projects serve small towns (5,000-100,000), and three projects indicated rural areas as the primary geographic area being served.

Location of 84.158C Projects

Geographic Distribution of Current 84.158C Projects
as of May 1989

(N = 22)



PROJECT TITLE:
Project CCTM: Continuous Comprehensive Transition Model

PROJECT DIRECTOR: Betsy Bounds/Nancy Harden

CONTACT PERSON: Betsy Bounds

MAILING ADDRESS:
Tucson Unified School District
1010 E. 10th Street
Tucson, AZ 85717

TELEPHONE #: 602-882-2421

INSTITUTE #: 134

COMPETITION #: 84.158C

PROJECT START DATE: 7/1/86
PROJECT END DATE: 6/30/89

PRIMARY GRANTEE:
Local education agency

GEOGRAPHIC AREA SERVED:
Part of a county

PROGRAM PURPOSE: To improve pre-entry/pre-employment skills, to provide parents with transition information and support, to improve employer attitudes and number of job placements, to improve job success, and to intrease mainstreaming into regular vocational education. To provide comprehensive vocational assessment and to increase interagency collaboration.

PROJECT FOCUS:

1. Field testing and revision of curriculum and teaching modules.
2. Employer workshop, support groups, and distribution of employer manual.
3. Dissemination of project products and results, information manual.
4. Continued followup surveys and support to students.
5. Implementation of vocational assessment procedure.
6. Continued parent support groups, vocational rehabilitation counseling support to students to help them succeed in vocational classes or employment, and interagency meetings and collaboration.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,000

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 400

Handicapping Condition	No. Served	Age Range
Moderate emotional disorder	25	14-21
Severe hearing impairment	10	14-22
Dropout	20	14-22
Moderate cerebral palsy	2	14-22
Severe health impairment	10	14-22
Moderate learning disability	30	14-21
Severe learning disability	20	14-21
Severe mental retardation	10	14-22
Profound mental retardation	5	14-22
Moderate multiple handicap	5	14-22

Professionals/parents receiving services (training) through project activities:

150 Parents
50 Business/industry personnel
5 Project staff
35 Agency personnel
20 Teachers
Undergraduate/graduate students

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, Goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities

On Postsecondary Education: Postsecondary education/training demographics

Instrumentation

Commercially Available Instruments Used by Projects: WISC-R, WAIS and Ravens, Minnesota Spatial Relations Test, McCarron Dial, JEVS and Valpar, Peabody Picture Vocabulary Test, SSSQ, COPS and COPES, Purdue Pegboard, Crawford Small Parts Dexterity Test and Bennett Hand Tool Dexterity Test, WRAT and SRA

Locally/Project Developed Instruments: Work behavior observation form, Employability/Social Skills Rating Scale and Employer evaluation form, Parent Survey, Employer Survey and Vocational Education Teacher Surveys, Needs assessment to employers and Pre/Post tests on teaching modules

Personnel Involved in Evaluation Activities: Project director, Staff evaluator

Type of Evaluation Reporting and Audience

Type: Executive summary

Audience: Consumers, OSERS, Transition Institute, advisory board

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	Currently available
Project developed instruments	Currently available
Video tape	Currently available
Curricula	Currently available
Journal articles	Currently available
Teaching modules	Currently available
Employer handbook	Currently available

PROJECT TITLE:
Project Score

PROJECT DIRECTOR: Duane Gagnon

MAILING ADDRESS:
Humboldt School District
Drawer A
Dewey, AZ 86327

TELEPHONE #:
602-772-9200

INSTITUTE #: 138

COMPETITION #: 84.158C

PROJECT START DATE: 8/15/86
PROJECT END DATE: 8/15/89

PRIMARY GRANTEE:
Public secondary school

GEOGRAPHIC AREA SERVED:
Rural area

PROGRAM PURPOSE: The goal of Project SCORE is to develop, implement, evaluate, and refine a cooperative transition model designed to provide vocational training options to mild, moderate, and severely handicapped students residing in the Humboldt Unified School District, thereby enabling them to make the transition from school to community.

PROJECT FOCUS:

1. To infuse career education curriculum into existing special education curriculum.
2. To identify replication sites for program model.
3. To implement a work experience program with 12-15 students.
4. To provide inservice training for special education teachers to infuse curriculum.
5. To disseminate project model and findings at local, state, and national conferences.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Mild emotional disorder	16	12-18
Mild hearing impairment	1	16-17
Moderate learning disability	92	12-19
Moderate mental retardation	8	14-20

Professionals/parents receiving services (training) through project activities:
6 Teachers
2 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, Goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, Assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status

On Employers: Employer characteristics/demographics, employer collaboration level, employer satisfaction with student/client, project activities, employer outcome status

Instrumentation

Commercially Available Instruments Used by Projects: WISC-R, CAPS, Valpar, Peabody Picture Vocabulary Test-R, Vineland, Adaptive Behavior Scale and LCCE, WRIOT, Purdue Pegboard, WRAT-R

Locally/Project Developed Instruments: Work Adjustment Inventory, Trainer/Employer Rating Sheet, Training Progress Report and Trainer/Employer Evaluation, Student Contact Sheet

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, Transition Institute, advisory board, school board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently Available
Project developed instruments	Currently Available
Slide presentation	Currently Available
Curricula	Currently Available

PROJECT TITLE:
Secondary Education Transition Model

PROJECT DIRECTOR: Elnora Gilfoyle

PROJECT COORDINATOR: Pat Sample and Grace Bean

CONTACT PERSON: Pat Sample

MAILING ADDRESS:
Colorado State University
303 Occupational Therapy
Ft. Collins, CO 80523

TELEPHONE #: 303-491-5930

INSTITUTE #: 184

COMPETITION #: 84.158C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To plan and implement comprehensive transition services for severely handicapped students beginning at the secondary school level. This project will be conducted in cooperation with parents, state and local service agencies, and three local school districts (suburban and rural).

PROJECT FOCUS:

1. Implement individualized transition planning within "Core Transition Team" schools.
2. Train select members of "Core Transition Teams" to implement dissemination of transition planning throughout participating school districts and agencies.
3. Complete preparation of training materials/manual for parents, educators, and adult service providers.
4. Present project information at local, regional, and state conferences, workshops.
5. Commence implementation of transition within the three targeted school districts/boards of cooperative educational services.
6. Continue development and use of evaluation instruments to monitor project progress.
7. Provide training for educators in functional community-referenced assessment and job development skills.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 110

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 110

Handicapping Condition	No. Served	Age Range
Severe deafness/blindness	5	16-21
Severe emotional disorder	5	16-21
Severe hearing impairment	5	16-21
Severe cerebral palsy	10	16-21
Severe developmental disability	15	16-21
Severe epilepsy	10	16-21
Severe mental retardation	10	16-21
Severe physical handicap	15	16-21

Severe speech impairment	5	16-21
Severe visual impairment	5	16-21
Severe multiple handicap	25	16-21

Professionals/parents receiving services (training) through project activities:

110 Parents
100 Business/industry personnel
10 Project staff
20 Agency personnel
45 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, decision making, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client outcome status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, employer outcome status

Instrumentation

Commercially Available Instruments Used by Projects: Functional Assessment Inventory

Locally/Project Developed Instruments: Vignettes/administrative journal and situational [illegible] member, Quality of Transition Index and student records, Competency Achievement Records and IEPs, Improvement of Linkage Survey, Employer/Community Perception Survey, and Follow-up Survey, Parent satisfaction and student satisfaction, Record of student placements and competency achievement records

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Advisory Board

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary, brochure/pamphlet

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency, Local Education Agency, Parent groups, Parents

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	1/90
Parent handbook	Currently available
Student handbook	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Journal articles	Currently available
Replication manual	1/90

PROJECT TITLE:
Connecticut Transition Institute

PROJECT DIRECTOR: Lucinda H. Gerson

PROJECT COORDINATOR: Valerie V. LaVake

CONTACT PERSON: Valerie V. LaVake

MAILING ADDRESS:
Easter Seal Society of CT, Inc.
P.O. Box 100
Hekron, CT 06248

TELEPHONE #: 203-228-9438

INSTITUTE #: 185

COMPETITION #: 84.158C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
Private non-profit agency

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To develop an interagency, statewide initiative for more effective transition planning and service delivery options for secondary students with disabilities in the State of Connecticut.

PROJECT FOCUS:

1. Inservice training for additional school districts.
2. Technical assistance for current model transition centers.
3. Evaluation of follow-up data from year 2.
4. Continuation of TALC committee.
5. Approval of TALC position papers.
6. Selection of model centers for year three.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 15,000

Professionals/parents receiving services (training) through project activities:

75 Parents — 150 Teachers
Secondary schools

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, professional review

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client work experience background data, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education: Postsecondary education/training outcomes

Instrumentation

Locally/Project Developed Instruments: Exiting follow-up survey

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Advisory Board, Trainer/Consultant

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS

PROJECT PRODUCTS:

Product	Date Available
Journal articles	Currently available

PROJECT TITLE:
Life LAB

PROJECT DIRECTOR: B. J. Schenck

MAILING ADDRESS:
School Board of Alachua County
620 E. University Avenue
Gainesville, FL 32601

TELEPHONE #: 904-336-3676

INSTITUTE #: 186

COMPETITION #: 84.158C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
Local education agency

PROGRAM PURPOSE: To identify transition barriers and to develop and implement a motivational transitional program to overcome them. The motivational program will involve teachers, parents, and agencies with the student in developing realistic personal and career goals and in obtaining services, training, and successful employment.

PROJECT FOCUS:

1. Conduct baseline data surveys on dropout rate, agency barriers to transition, employment rate, and parent opinion.
2. Compile curriculum of reality-based activities.
3. Conduct motivational seminars for VE population.
4. Provide inservice training for faculty.
5. Form an interagency council.
6. Conduct informational seminars among agencies.
7. Develop transition plan for graduating seniors (1988).

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 1,200

Handicapping Condition	No. Served	Age Range
Mild emotional disorder	207	13-21
Moderate emotional disorder	178	13-21
Severe emotional disorder	8	13-21
Moderate hearing impairment	10	13-21
Severe hearing impairment	9	13-21
Profound hearing impairment	7	13-21
Mild learning disability	337	13-21
Moderate learning disability	144	13-21
Mild mental retardation	111	13-21
Moderate mental retardation	90	13-21
Profound mental retardation	67	13-21
Moderate physical handicap	23	13-21

Professionals/parents receiving services (training) through project activities:

1 Parent
1 Teacher
1 Agency personnel
1 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, decision making

Instrumentation

Locally/Project Developed Instruments: Teacher rating of student goals, student interview survey and employer interview survey, parent opinion survey and agency satisfaction survey

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Third Party Evaluator, Staff Evaluator, LEA funded staff, Interagency council

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, Videotape

Audience: OSERS, Transition Institute

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Parent handbook	11/89
Student handbook	Currently available
Video tape	6/90
Curricula	6/90
Replication manual	Currently available

PROJECT TITLE:
Cooperative Model for Planning and Developing an Evaluation and Intervention Program to Increase Transition Services

PROJECT DIRECTOR: Robert Stodden

CONTACT PERSON: Robert Stodden

MAILING ADDRESS:
University of Hawaii
Department of Special Education
2444 Dole St.
Honolulu, HI 16822

TELEPHONE #: 808-948-7956

INSTITUTE #: 187

COMPETITION #: 84.158C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To plan and operationalize a cooperative model for improving the availability and quality of transition services for handicapped youth; to implement and evaluate the cooperative model as a demonstration project with handicapped youth participating within transition activities; and to institutionalize effective elements of the demonstrated model, producing outcomes to be incorporated into existing service delivery structures, replicated and disseminated.

PROJECT FOCUS:

1. Statewide Transition Workshop and Planning Conference; follow-up technical assistance.
2. Development of Transition Operations Manual and related documents.
3. Implement Cooperative Data Model with a follow up sample of 330 school leavers
   a. Development of Follow Along/Follow up questionnaire.
   b. Data collection, analysis, and application to improve transition services.
4. Demonstrate follow along (longitudinal) data collection based on the Cooperative Data Model; application of computerized approach; training of secondary personnel.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 25,000

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 250

Professionals/parents receiving services (training) through project activities:

1 Parent
1 Business/industry personnel
Postsecondary faculty
1 Agency personnel
1 Teacher

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, decision making

Instrumentation

Locally/Project Developed Instruments: Ecological assessments

Personnel Involved in Evaluation Activities: Project Director, Graduate assistants

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, advisory board, state agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Journal articles	6/90
Interagency manual/materials	Currently available

PROJECT TITLE:
Idaho Model for Cooperative Planning and Implementation of Transitional Services

PROJECT DIRECTOR: Sharon W. Pond

PROJECT COORDINATOR: Sharon W. Pond

CONTACT PERSON: Sharon W. Pond

MAILING ADDRESS:
Idaho State Dept. of Education
LBJ Building, 650 W. St.
Boise, ID 83720

TELEPHONE #: 208-334-3940

INSTITUTE #: 188

COMPETITION #: 84.158C

PROJECT START DATE: 6/1/87
PROJECT END DATE: 5/31/90

PRIMARY GRANTEE:
State agency(s)
State Education Agency

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To stimulate the development and improvement of programs for secondary special education, and to develop a system of cooperative planning and implementation of transition services through a coordinated system of local, regional, and state efforts. Four major components include: interagency working group and the exchange of personnel for various inservice and training needs; inservice training at local, regional, and state workshops; availability of mini-grants to LEAs; and development of school-based transition services in LEAs.

PROJECT FOCUS:
1. Interagency networking and cooperation through activities of the Interagency Working Group (IGW) on transition.
2. Provide three regional workshops for parents, mildly disabled students, school personnel, agency personnel, and others in related services on transition, postsecondary education, and training opportunities.
3. Provide a system of inservice training, technical assistance, and support to 30 new pilot sites districts.
4. Conduct a summer course on "Transition Planning and Vocational Special Needs" for 30 participants from local school districts.
5. Award 20 stipends to ITP pilot sites to support and stabilize existing transition practices.
6. Establish a state wide task force to develop recommended policy for dissemination to local school districts.
7. Complete follow up survey on targeted transition students every six months for three years.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 600

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 400

Handicapping Condition	No. Served	Age Range
Mild learning disability	51	16-20
Moderate learning disability	76	16-20
Mild mental retardation	52	16-21
Moderate mental retardation	89	16-21

Professionals/parents receiving services (training) through project activities:

40 Agency personnel

225 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client work experience background data, student/client follow-up status

On Employers: Employer characteristics/demographics

On Postsecondary Education: Postsecondary education/training demographics

Instrumentation

Locally/Project Developed Instruments: Teacher rating of student goals, regional workshop rating scale and participant rating scale, Student follow-up survey, activity/strategy of pilot sites and parent survey, Year-end process evaluation form

Personnel Involved in Evaluation Activities: Project Director

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, state agency, Interagency working site

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	Currently available
Video tape	9/89
Curricula	9/89

PROJECT TITLE:
Illinois Transition Project

PROJECT DIRECTOR: Paul Bates

PROJECT COORDINATOR: Roger Ricketts

CONTACT PERSON: Paul Bates

MAILING ADDRESS:
Dept. of Special Education
Southern Illinois University
Carbondale, IL 62901

TELEPHONE #: 618-453-2311

INSTITUTE #: 137

COMPETITION #: 84.158C

PROJECT START DATE: 8/1/86
PROJECT END DATE: 7/31/89

PRIMARY GRANTEE:
University/four-year college
State agency(s)
Governor's Planning Council

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To form a Transition Assistance Committee to develop policy recommendations for transition services development and systematic planning. Support pilot transition projects in local school districts to collect Transition Needs data and conduct individualized transition planning. Evaluate the effectiveness of transition planning.

PROJECT FOCUS:

1. To develop transition policy recommendations.
2. To support pilot transition projects in local school districts.
3. To collect transition needs data.
4. To conduct individualized transition planning.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 1,500

Handicapping Condition	No. Served	Age Range
Profound autism	5	14-21
Mild behavioral disorders	76	14-21
Moderate behavioral disorders	35	14-21
Severe behavioral disorders	35	14-21
Profound behavioral disorders	10	14-21
Moderate chronic mental illness	10	14-21
Severe chronic mental illness	10	14-21
Moderate cerebral palsy	10	14-21
Severe cerebral palsy	10	14-21
Moderate health impairment	10	14-21
Mild learning disability	200	14-21
Moderate learning disability	100	14-21
Severe learning disability	25	14-21
Mild mental retardation	150	14-22
Moderate mental retardation	150	14-22
Severe mental retardation	50	14-22
Profound mental retardation	50	14-22
Moderate speech impairment	10	14-21
Severe speech impairment	10	14-21

Professionals/parents receiving services (training) through project activities:

50 Business/industry personnel	250 Teachers
5 Project staff	

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, professional review, case study

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training outcomes

Instrumentation

Locally/Project Developed Instruments: Transition Planning Guide (TPG), Parent Exit Interview

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Third Party Evaluator

Type of Evaluation Reporting and Audience

Type: Executive summary

Audience: Consumers, OSERS, state agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Parent handbook	Currently available
Project developed instruments	Currently available
Replication manual	Currently available

PROJECT TITLE:
Prompting Competitive Employment Services for Persons with Severe Handicaps through a Coordinated Longitudinal Model

PROJECT DIRECTOR: David P. Wacker

PROJECT COORDINATOR: Thomas Flynn

CONTACT PERSON: Thomas Flynn

MAILING ADDRESS:
The University of Iowa
Division of Developmental Disabilities
University Hospital School
Iowa City, IA 52242

TELEPHONE #: 319-353-6451

INSTITUTE #: 189

COMPETITION #: 84.158C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: Develop and implement cooperative interagency agreements in four separate geographic regions in Iowa to promote supported employment and transition options. The project will establish six models in the state to offer a model program to other school and adult programs interested in initiating or expanding supported employment programming.

PROJECT FOCUS:

1. Expand into two additional programs. One school program and one adult program--continue program in one current site with emphasis on placing individuals who are the most severely mentally retarded disabled into supported employment.
2. Provide supported employment services to an additional 25 individuals.
3. Complete a survey on the acceptability of supported employment and identify any significant factors that limit the implementation of this type of program to schools, adult service providers, employers and families.
4. Development of a monograph on the project.
5. Continue to provide technical assistance to school and adult services.
6. Continue data collection and analysis of necessary conditions for successful implementation of supported employment.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 75

Handicapping Condition	No. Served	Age Range
Moderate chronic mental illness	2	25-40
Mild mental retardation	7	16-68
Moderate mental retardation	80	16-68
Severe mental retardation	5	16-68

Professionals/parents receiving services (training) through project activities:

50 Parents
8 Business/industry personnel
6 Project staff
30 Agency personnel
20 Teachers
Undergraduate/graduate students

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client work experience background data, student/client progress in training program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer, characteristics/demographics, Employer satisfaction with student/client, project activities, Employer outcome status, Acceptability of program

Instrumentation

Commercially Available Instruments Used by Projects: V.A.C.G.

Locally/Project Developed Instruments: Collateral Behavior Checklist, Checklist on condition necessary for successful supported employment placement, Advisory Boards in each site will rate the effectiveness of their board in supported employment programming in their communities, Contact log to determine average cost associated with placements and job development, training, and follow-up

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Project Co-director

Type of Evaluation Reporting and Audience

Type: Monograph

Audience: Consumers, OSERS, advisory board, state agency, Iowa Transition Initiative

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Project developed instruments	Currently available
Slide presentation	Currently available
Video tape	Currently available
Journal articles	Currently available
Monograph	Currently available

PROJECT TITLE:
Project LEAF

PROJECT DIRECTOR: Richard F. Zachmeyer

PROJECT COORDINATOR: Dennis A. Vinton

CONTACT PERSON: Richard F. Zachmeyer

MAILING ADDRESS:
Project LEAF
366 Waller Avenue, Suite 119
Lexington, KY 40504

INSTITUTE #: 139

COMPETITION #: 84.158C

PROJECT START DATE: 9/1/86
PROJECT END DATE: 8/30/89

PRIMARY GRANTEE:
Private nonprofit agency

GEOGRAPHIC AREA SERVED:
County

TELEPHONE #: 606-278-4712

PROGRAM PURPOSE: To plan, implement, and evaluate a comprehensive community-based model program for recreation and leisure education to facilitate the transition from school to adult living for secondary school-age youth.

PROJECT FOCUS:
1. Fully implement program model.
2. Prepare replication model.
3. Continue to provide full service to participants, parents, school personnel, community service providers, and local politicians as described in our proposal.
4. Conduct summative evaluation.
5. Implement dissemination plan.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 2,500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 700

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	8	15-21
Moderate behavioral disorders	5	15-21
Severe behavioral disorders	6	15-21
Mild brain damage	5	15-21
Moderate brain damage	1	15-21
Mild emotional disorder	4	15-21
Moderate emotional disorder	5	15-21
Mild hearing impairment	6	15-21
Moderate hearing impairment	5	15-21
Severe hearing impairment	7	15-21
Mild cerebral palsy	7	15-21
Moderate cerebral palsy	5	15-21
Severe cerebral palsy	9	15-21
Profound cerebral palsy	1	15-21
Mild communication disorders	2	15-21
Moderate communication disorders	3	15-21
Mild developmental disability	4	15-21
Severe epilepsy	3	15-21
Mild health impairment	6	15-21

Moderate health impairment	5	15-21
Severe health impairment	7	15-21
Mild learning disability	51	15-21
Moderate learning disability	84	15-21
Severe learning disability	12	15-21
Mild mental retardation	65	15-21
Moderate mental retardation	55	15-21
Severe mental retardation	28	15-21
Profound mental retardation	12	15-21
Mild physical handicap	14	15-21
Moderate physical handicap	15	15-21
Severe physical handicap	2	15-21
Profound physical handicap	3	15-21
Mild speech impairment	6	15-21
Moderate speech impairment	10	15-21
Severe speech impairment	2	15-21
Severe traumatic head injury	1	15-21
Mild visual impairment	1	15-21
Moderate visual impairment	5	15-21
Severe visual impairment	5	15-21
Profound visual impairment	1	15-21

Professionals/parents receiving services (training) through project activities:

1 Parent
1 Business/industry personnel
1 Project staff
1 Agency personnel
1 Teacher

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client demographics, student/client educational background data, assessment results for student/client, student/client integration into environment

Instrumentation

Locally/Project Developed Instruments: Assessment of Needs of Handicapped Adult in Fayette County and Leisure Interest Survey

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Parent handbook	Currently available
Student handbook	Currently available
Replication manual	9/89
KCCLD Leisure Interest Survey	Currently available

PROJECT TITLE:
Project HIRED-Handicapped Interagency
Rural Employment Development

PROJECT DIRECTOR: Glen Hendren

PROJECT COORDINATOR: Sonja Burnham

CONTACT PERSON: Sonja Burnham

MAILING ADDRESS:
Mississippi State University
Drawer GE, MS 39762

TELEPHONE #: 601-325-3331

INSTITUTE #: 136

COMPETITION #: 84.158C

PROJECT START DATE: 8/1/86
PROJECT END DATE: 7/31/89

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To develop and implement an interagency model for transition from school to work in a poor rural county of Mississippi.

PROJECT FOCUS:
1. Implementation of Transition Model in three other sites in state.
2. Inservice training for school and agency personnel.
3. Ongoing meetings to secure process of collaboration of state agencies.
4. Statewide and national dissemination of project information.
5. Planning and presenting a statewide conference on transition.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,561

Professionals/parents receiving services (training) through project activities:
12 Parents
139 Teachers
15 Agency personnel

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, professional review

Instrumentation

Commercially Available Instruments Used by Projects: WISC-R, Valpar, Woodcock-Johnson and Peabody Picture Vocabulary Test, SSSQ, Adaptive Behavior Scale and LCCE, LCCE Checklist, CAT and WRAT

Locally/Project Developed Instruments: Adapted form of Life Centered Career and Education (Brolin), Functional Skills Checklist and Employer/Employee Checklist, Project-made evaluation scale, Project-made interview sheet, Project-made needs assessment

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, Transition Institute, advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Parent handbook	Currently available
Student handbook	Currently available
Training manual	Currently available
Video tape	Currently available
Journal articles	Currently available
Replication manual	Currently available

PROJECT TITLE:
Specialized Education/Rehabilitation Transition Services (SERTS)

PROJECT DIRECTOR: Melanie L. Gibson

MAILING ADDRESS:
Advent Enterprises, Inc.
2116 Nelwood
Columbia, MO 65202

TELEPHONE #: 314-474-8560

INSTITUTE #: 190

COMPETITION #: 84.158C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
Private nonprofit agency

PROGRAM PURPOSE: To develop and implement a community system to transition handicapped youth exiting the public schools. These students will receive services to include case management, consultation, individualized assistance in job seeking skills, job search, and supported employment. Referral services are also provided in order to maximize the employment potential by utilizing existing resources and reducing duplication of effort.

PROJECT FOCUS:

1. Develop service delivery linkages between public schools, vocational rehabilitation, adult service providers, and business/industry.
2. Develop a project brochure.
3. Formation of Advisory Council and resulting letters of agreement.
4. Formalize referral system within community.
5. Serve 36 students in various stages of transition process.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 180

Handicapping Condition	No. Served	Age Range
Moderate emotional disorder	10	16-22
Severe emotional disorder	10	16-22
Dropout	25	16-22
Moderate epilepsy	5	16-22
Mild learning disability	10	16-22
Moderate learning disability	10	16-22
Mild mental retardation	45	16-22
Moderate mental retardation	45	16-22
Severe mental retardation	20	16-22

Professionals/parents receiving services (training) through project activities:

100 Parents
25 Business/industry personnel
2 Project staff
40 Agency personnel
10 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R and GATB, GATB, Valpar System and JEVS System, SSSQ, Career Awareness Inventory and Inventory Determination Evaluation, ILS, GATB, Piers Harris Self-Concept, Edwards Personal Preference, Myers-Briggs and Mooney, WRAT and ABLE I, II, III, Work Values Inventory

Locally/Project Developed Instruments: Behavioral Observation Forms, Work Maturity Competency Checklist and Skills Competency Checklist, Employer Satisfaction and Client Satisfaction, Screening Interview, intake interview and job seeking skills interview, Labor market surveys, Client contact log and release/information

Personnel Involved in Evaluation Activities: Project Director, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, Transition Institute, advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Replication manual	7/90
Training Package on Career Awareness	Currently available

PROJECT TITLE:
Great Falls Transition Project

PROJECT DIRECTOR: Stephen White

PROJECT COORDINATOR: Stephen White

MAILING ADDRESS:
Great Falls VOTEC Center
2100 - 16th Avenue South
Great Falls, MT 59405

TELEPHONE #: 406-791-2281

INSTITUTE #: 130

COMPETITION #: 84.158C

PROJECT START DATE: 8/1/86
PROJECT END DATE: 7/31/89

PRIMARY GRANTEE:
Public secondary school
Local education agency

PROGRAM PURPOSE: The primary goal of this project is to develop, implement, and validate a coordinated model of transitional services which enables disabled youth to access needed adult services and secure the least restrictive employment option available to them, regardless of disability.

PROJECT FOCUS:

1. To refine interagency inservice program which establishes a network for crosstraining among participating agencies.
2. Disseminate a Transition Handbook for parents.
3. To develop an Employer-to-Employer Awareness Program.
4. Disseminate a Handbook for Supervisors and Co-workers designed to enable workers with disabilities to reach their potential.
5. Disseminate a comprehensive assessment inservice program for schools.
6. Disseminate Index of least restrictive employment.
7. To continue to develop a supported employment component for transition for school age youth.
8. Investigate concerns of parents, teachers, and administrators to identify persistent barriers and emerging possibilities for transition.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 300

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	1	12-24
Moderate behavioral disorders	2	12-24
Moderate chronic mental illness	1	12-24
Mild emotional disorder	2	12-24
Mild hearing impairment	1	12-24
Moderate hearing impairment	1	12-24
Severe hearing impairment	1	12-24
Dropout	1	12-24
Economically disadvantaged	16	12-24
Minority youth	3	12-24
Severe cerebral palsy	1	12-24
Mild communication disorders	3	12-24
Mild developmental disability	3	12-24

Moderate developmental disability	6	12-24
Severe developmental disability	3	12-24
Mild learning disability	11	12-24
Moderate learning disability	5	12-24
Severe learning disability	3	12-24
Mild mental retardation	3	12-24
Moderate mental retardation	6	12-24
Mild speech impairment	1	12-24
Moderate speech impairment	2	12-24
Severe speech impairment	3	12-24
Profound speech impairment	2	12-24
Severe visual impairment	2	12-24

Professionals/parents receiving services (training) through project activities:

100 Parents
40 Business/industry personnel
4 Project staff
20 Agency personnel
25 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, case study

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, Employer collaboration level, Level of direct service provided to employer, Employer satisfaction with student/client, project activities, Reason (business) for working w/project

Instrumentation

Locally/Project Developed Instruments: Critical Employment Factors Assessment, Work Values Inventory, Home-School Assessment for use w/severe and Life Skills Assessment

Personnel Involved in Evaluation Activities: Project Director, Project Staff, Staff Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, state agency, State employment project, State supported employment project

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Parent handbook	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Journal articles	Currently available

PROJECT TITLE:
Project LINK

PROJECT DIRECTOR: Marjorie T. Goldstein

PROJECT COORDINATOR: Marjorie T. Goldstein

MAILING ADDRESS:
William Paterson College of New Jersey
Special Education and Counseling Dept.
Wayne, NJ 07470

TELEPHONE #: 201-595-3092

INSTITUTE #: 191

COMPETITION #: 84.158C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To facilitate the successful transition of high-risk mildly handicapped non-college bound postsecondary youth from school to community. Using the college campus as a "sheltered community," the program involves members in paid, part-time campus-based work experience focusing on work values/attitudes, and on the development of appropriate work-related social behaviors; campus based social and recreational needs activities coordinated by mentors in collaboration with members; and instruction, based on members needs and provided by mentors. A main objective is to create opportunities for members to "lose their labels" as they become increasingly independent of external controls and more self-reliant.

PROJECT FOCUS:

1. Implementation of interagency planning to include identification of, and referral of, prospective members considered "high-risk" by LEA's and PSSP's.
2. Continued development and implementation of the instructional, work experience, and social/recreational components of the campus-based program for members, and of the mentor training program.
3. Establishment and implementation of procedures to effect member's transition from campus to PSSP for either (1) targeted occupational training, or (2) on-the-job training.
4. Continued refinement and implementation of evaluation procedures.
5. Continued maintenance of communication networks (formal boards and informal contracts) to fulfill project objectives.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 55

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	4	18+
Mild emotional disorder	5	18+
Dropout	5	18+
Mild learning disability	12	18+
Mild mental retardation	3	18+

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, goal free, decision making, professional review, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client outcome status

On Employers: Level of direct service provided to employer, Employer satisfaction with student/client, project activities

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R and WISC-R, Problem-Oriented Social Voc. Adapt. Prog., Peabody Picture Vocabulary Test - R, SSSQ, POSVAP: Curriculum Embedded Assessment, DISCOVER-computerized assessment, WRAT-R

Locally/Project Developed Instruments: On-site work behaviors and social/recreational behaviors, Attributes demonstrating readiness, attitudes/behaviors profile and mentor self-evaluation form, Work-site supervisor's interview and members structured interviews, Biweekly mentor activity records and mentors reaction to project involvement, Parent/family questionnaire, mentor entry questionnaire and prospective member application, Audio taped self evaluation of growth, internal comparative ranking forms, transition referral form and H.S./general referral form

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board, Third Party Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, brochure/pamphlet

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency, Local Education Agencies, PSSPs (country wide)

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Training manual	9/89
Journal articles	Currently available
Replication manual	9/90
Work-site Supervisors Handbook	Currently available

PROJECT TITLE:
A Community Based Network to Assist Youths with Disabilities: Transition from School to Work: A Four Part Model

PROJECT DIRECTOR: Lawrence Dennis

PROJECT COORDINATOR: Margaretha Vreeburg Izzo

CONTACT PERSON: Margaretha Vreeburg Izzo

MAILING ADDRESS:
The Center for Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210

TELEPHONE #: 614-486-3655

INSTITUTE #: 132

COMPETITION #: 84.158C

PROJECT START DATE: 9/1/86
PROJECT END DATE: 10/31/89

PRIMARY GRANTEE:
State agency(s)
SEA-Division of Vocational Career Education

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To develop an effective and permanent four-part model that will develop: Local interagency cooperative agreements, individualized transition plans as a component of the individualized education plan, inservice training for parents, school personnel, and support agency staff and a Project with Industry component.

PROJECT FOCUS:

1. Refine transition package entitled "Network for Effective Transitions to Work: A Transition Coordinator's Package." This package includes 2 video tapes, a handbook, and a Job Placement Assistance Kit.
2. Provide training on the transition process across the State of Ohio.
3. Follow-up/Follow-along on the pilot sample of 27 youth.
4. Initiation of a state level Interagency Task Force.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 5,525

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 27

Handicapping Condition	No. Served	Age Range
Moderate autism	1	18
Mild behavioral disorders	1	17-20
Moderate behavioral disorders	1	17-20
Severe brain damage	1	20
Severe chronic mental illness	2	19-22
Severe cerebral palsy	1	20
Moderate learning disability	3	17-21
Mild mental retardation	1	18-22
Moderate mental retardation	6	18-22
Severe mental retardation	6	18-22
Mild multiple handicap	1	20-22
Moderate multiple handicap	4	20-22

Professionals/parents receiving services (training) through project activities:

80 Parents
Work/study coordinators
Rehabilitation counselors

160 Agency personnel
Vocational special education coordinators

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, decision making, case study

Type of Data/Information Being Collected

On Students/Clients: Intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, family background

On Employers: Employer characteristics/demographics, Employer collaboration level, Level of direct service provided to employer, Employer satisfaction with student/client, project activities, Employer outcome status

On Postsecondary Education: Postsecondary education/training demographics

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Bennett Mechanical Comprehension, Valpar MESA/Work Samples and Apticom, Social & Prevocational Info. Battery

Locally/Project Developed Instruments: Employability Skills Assessment, Individualized Transition Planning List

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report
Audience: OSERS, Transition Institute, state agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Video tape	Currently available
Journal articles	Currently available
Replication manual	Currently available
Resource guide of support agencies	Currently available

PROJECT TITLE:
From School to Adult Life: Building a Transition System

PROJECT DIRECTOR: Larry Rhodes

MAILING ADDRESS:
University of Oregon
Specialized Training Program
135 Education Building
Eugene, OR 97403

TELEPHONE #: 503-244-1111

INSTITUTE #: 192

COMPETITION #: 84.158C

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To involve education, adult services and family participants in order to establish a state and local process for collective work to insure successful transition.

PROJECT FOCUS:

1. Expand and analyze the knowledge base regarding barriers to transition.
2. Construct a transition model.
3. Develop collaboration among participants.
4. Develop materials and provide training to build family's role.
5. Implement transition model at state and local level.
6. Evaluate project.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100

Handicapping Condition	No. Served	Age Range
Severe mental retardation	100	17+

Professionals/parents receiving services (training) through project activities:
60 Parents
12 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, decision making

Instrumentation

Locally/Project Developed Instruments: Transition model checklist, Needs assessment survey and survey of involved individuals, Transition model documentation and individual data summaries

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Staff Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, state agency, Employment service providers, Educators

PROJECT PRODUCTS:

Product	Date Available
Training manual	Not Indicated
Project developed instruments	Not Indicated
Journal articles	Not Indicated

PROJECT TITLE:
Oregon Transition Program

PROJECT DIRECTOR: Ray Rothstrom

PROJECT COORDINATOR: Ray Rothstrom

CONTACT PERSON: Ray Rothstrom

MAILING ADDRESS:
Oregon Dept. of Education
700 Pringle Parkway S.E.
Salem, OR 97316

TELEPHONE #: 503-378-4765

INSTITUTE #: 181

COMPETITION #: 84.158C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
State agency(s)
State Department of Education
Other

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To develop, field-test, revise, and implement a model for improving secondary special education and transition services for students with either mild or severe disabilities in school districts throughout Oregon. The foundation for this statewide effort includes a comprehensive research examination of the current status of services and programs in Oregon, as well as a series of activities designed to build a strong and broad coalition of support of needed improvement.

PROJECT FOCUS:

1. The IGW acts as a communication center for all transition activities, such as continuing education and training, employment related issues, and agency shared projects and inservice training.
2. Networking and sharing information with students, parents, school personnel, adult service providers, and the business community promotes clear communication and more effective planning and program delivery.
3. The dialogue and interaction of IGW has increased the understanding and awareness of agency personnel, and also to facilitate sharing of information among local teams.
4. Develop and revise final procedures and materials for statewide utilization.
5. Secure state funding for continuation of the program, once federal funds are terminated.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 10,000

Professionals/parents receiving services (training) through project activities:
32 Parents
9 Business/industry personnel
4 Project staff
60 Agency personnel
80 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, goal free, decision making

Instrumentation

Locally/Project Developed Instruments: Standards for evaluating quality and Needs assessment, Transition Services and Documentation (ITP)

Personnel Involved in Evaluation Activities: Project Staff, Subcontract director

Type of Evaluation Reporting and Audience

Type: Executive summary

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency

PROJECT PRODUCTS:

Product	Date Available
Newsletter	Currently available
Project developed instruments	Currently available
SEA Procedures Manual	9/89

PROJECT TITLE:
Tennessee Transition Model

PROJECT DIRECTOR: Carolyn Henderson

PROJECT COORDINATOR: Carolyn Henderson

CONTACT PERSON: Carolyn Henderson

MAILING ADDRESS:
483 River Parkway
Suite 2
Sevierville, TN 37862

TELEPHONE #: 615-453-1671

INSTITUTE #: 135

COMPETITION #: 84.158C

PROJECT START DATE: 09/01/86
PROJECT END DATE: 08/31/89

PRIMARY GRANTEE:
Private non-profit agency

GEOGRAPHIC AREA SERVED:
County

PROGRAM PURPOSE: To develop an effective and permanent four-part model that will develop local interagency cooperative agreements, individualized transition plans as a component of the individualized education plan, inservice training for parents, school personnel, and support agency staff and a Project with Industry component.

PROJECT FOCUS:
1. Tenth year follow-up.
2. Analysis of project data.
3. Evaluation of project.
4. Dissemination.
5. Final report.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 460

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 460

Handicapping Condition	No. Served	Age Range
All handicaps	425	17+

Professionals/parents receiving services (training) through project activities:

42 Parents
30 Business/industry personnel
2 Project staff
63 Agency personnel
15 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, Employer collaboration level

On Postsecondary Education: Postsecondary education/training demographics

Instrumentation

Personnel Involved in Evaluation Activities: Project Director, Advisory Board, Third Party Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: OSERS, Transition Institute, advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Video tape	Currently available
Curricula	Currently available
Replication manual	Currently available

PROJECT TITLE:
A Statewide Model for Cooperative Planning and Developing Transitional Services

PROJECT DIRECTOR: Marc Hull

PROJECT COORDINATOR: Marc Hull

MAILING ADDRESS:
Vermont State Dept. of Education
Special Education Unit
120 State Street
Montpelier, VT 05602

TELEPHONE #: 802-828-3141

INSTITUTE #: 182

COMPETITION #: 84.158C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
State agency(s)
State Education Agency

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To develop, implement, and evaluate a model for state- and local-level interagency collaboration between the Divisions of Special Education and Vocational Education, the Division of Mental Retardation, the Division of Vocational Rehabilitation, and the Department of Employment and Training. The goal is to enhance the transitional services available to youth labeled mentally retarded in Vermont.

PROJECT FOCUS:
1. Development of an interagency agreement between special education and vocational rehabilitation to identify students in need of transition planning and services.
2. Develop a state policy for transition plans for inclusion in the VT State Board's Policy and Procedures Manual.
3. Develop a follow-up and tracking process for monitoring post-school employment outcome of former students who graduated, left, or dropped out of high school.
4. Develop, implement, and evaluate processes for establishing local interagency agreements.
5. Develop, implement, and evaluate model strategies for increasing the employment and vocational education and training experiences of students labeled mentally retarded in four implementation sites.
6. Develop and implement transition plans for all students labeled mentally retarded in each of the four implementation sites.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 400

Handicapping Condition	No. Served	Age Range
Mild mental retardation	100	17+
Moderate mental retardation	250	17+
Severe mental retardation	50	17+

Professionals/parents receiving services (training) through project activities:

2 Agency personnel
4 Project staff
40 Teachers
Local administrators

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, goal free

Instrumentation

Locally/Project Developed Instruments: Employer Satisfaction Rating Scale, Needs Assessment Survey, Process Evaluation Questionnaire

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, Data summaries

Audience: Consumers, OSERS, state agency

PROJECT PRODUCTS:

Product	Date Available
Training manual	8/90
Project developed instruments	8/90
Curricula	12/89

PROJECT TITLE:
Project VAST: Virginia's Approach to Services for Youth and Young Adults with Disabilities.

PROJECT DIRECTOR: Anthony G. Faina

PROJECT COORDINATOR: Raymond Graesser

CONTACT PERSON: Raymond Graesser

MAILING ADDRESS:
Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216

TELEPHONE #: 804-225-2899

INSTITUTE #: 131

COMPETITION #: 84.158C

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

PRIMARY GRANTEE:
State agency(s)
Department of Education

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To develop a model at state and local levels which insures students with disabilities in Virginia will receive transition services focusing on career preparation, employment, independence, and successful life adjustment through a formal organized case management system. The service delivery model involves the state agencies and a computerized transition information system.

PROJECT FOCUS:
1. Transition planning and service provision for 160 students in 12 demonstration sites.
2. Technical assistance to 12 localities.
3. Expansion of technical assistance to six more localities.
4. Implementation of interagency client tracking system, and transition resource cataloging.
5. Establishment of state plan for transitional services.
6. Project evaluation.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 250

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 250

Handicapping Condition	No. Served	Age Range
Moderate autism	1	15-22
Severe autism	1	15-22
Mild emotional disorder	50	15-22
Moderate emotional disorder	29	15-22
Severe emotional disorder	5	15-22
Mild hearing impairment	2	15-22
Moderate hearing impairment	4	15-22
Severe hearing impairment	1	15-22
Profound hearing impairment	6	15-22
Mild cerebral palsy	7	15-22
Moderate cerebral palsy	4	15-22
Severe cerebral palsy	1	15-22
Severe epilepsy	2	16-22

Profound learning disability	2	16-22
Mild mental retardation	50	16-22
Moderate mental retardation	21	16-22
Severe mental retardation	5	16-22
Profound mental retardation	2	16-22
Moderate speech impairment	2	16-22
Mild visual impairment	2	16-22
Moderate multiple handicap	4	15-22

Professionals/parents receiving services (training) through project activities:

120 Agency personnel
2 Project staff
24 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, transition team members, cost of services

On Postsecondary Education: Postsecondary education/training demographics, Postsecondary education/training collaboration level, Level of direct service provided by project, Postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WISC-R and School Records

Locally/Project Developed Instruments: Student Selection for Participants

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, 3rd Party Evaluator, Task force

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, advisory board, state agency, State Coordinating Council, Governor's office, General Assembly

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Parent handbook	Currently available
Student handbook	Currently available
Training manual	Currently available
Slide presentation	Currently available
Journal articles	10/89
Replication manual	10/89
Interagency Client Tracking Software	Currently available
Resource collection	Currently available
System software	Currently available

PROJECT TITLE:
Project PLACEMENT

PROJECT DIRECTOR: Anthony G. Faina

MAILING ADDRESS:
Virginia Department of Education
P.O. Box 6-Q
23rd Floor
Richmond, VA 23216

TELEPHONE #: 804-225-2899

INSTITUTE #: 183

COMPETITION #: 84.158C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

PRIMARY GRANTEE:
State agency(s)
State Department of Education

GEOGRAPHIC AREA SERVED:
Rural area

PROGRAM PURPOSE: To develop, implement, and refine a model which ensures successful competitive employment for job-ready special education students exiting the public schools. It involves developing a secondary/postsecondary system for job placement and replication of the model throughout the state.

PROJECT FOCUS:
1. Develop and implement job readiness assessment system.
2. Implement coordinated placement procedures across agencies in two localities.
3. Develop training materials and project operations manual.
4. Provide in-service training to local placement teams in two localities.
5. Formation of state project advisory committee.
6. Establish a state employer network.
7. Establish a local employer network (in two localities).

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 560

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 560

Professionals/parents receiving services (training) through project activities:
1 Parent
1 Business/industry personnel
1 Project staff
1 Agency personnel
1 Teacher

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R and WISC-R, VACG, SSSQ, VA Employment Commission, WRAT

Locally/Project Developed Instruments: Daily Living Skills Observation and Work Behavior Observation Form, Independent Living Skills Checklist, Employer Satisfaction Rating Scale, Intake Interview

PROJECT TITLE:
Project PACT: Partnerships in Action for Community Transition

PROJECT DIRECTOR: Dorsey Hiltenbrand

MAILING ADDRESS:
Department of Student Services
& Special Education
Devonshire Center
2831 Graham Road
Falls Church, VA 22042

TELEPHONE #: 703-876-5223

INSTITUTE #: 133

COMPETITION #: 84.158C

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

PRIMARY GRANTEE:
Local education agency

GEOGRAPHIC AREA SERVED:
County

PROGRAM PURPOSE: To design and implement an integrated service system model to enhance transition for youth with handicaps to work and adult living.

PROJECT FOCUS:

1. To implement the model, which includes a revised secondary special education curriculum, expanded work study opportunities, a postsecondary curriculum community living at a community college, a training apartment for assessment/training in independent living skills and related vocational training, and individualized leisure activities program.
2. Evaluate the model.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,250

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Mild emotional disorder	5	17-21
Moderate emotional disorder	10	17-21
Severe emotional disorder	5	17-21
Moderate learning disability	50	17-21
Severe learning disability	40	17-21
Mild mental retardation	35	17-21
Moderate mental retardation	25	17-21
Severe mental retardation	10	17-21
Mild physical handicap	5	17-21
Moderate physical handicap	5	17-21
Severe physical handicap	5	17-21

Professionals/parents receiving services (training) through project activities:

400 Parents
20 Business/industry personnel
Guidance counselors
30 Agency personnel
200 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, decision making, professional review

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, student/client integration into environment, student/client follow-up status, student/client employment status

On Postsecondary Education: Postsecondary education/training demographics, Postsecondary education/training collaboration level, Level of direct service provided by project

Instrumentation

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Staff Evaluator, Vocational rehabilitation representative, CSB agency representative

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, Brochure/pamphlet, Follow-up survey of graduates

Audience: Consumers, OSERS, Transition Institute, advisory board, Vocational rehabilitation, CSB

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Parent handbook	Currently available
Training manual	Currently available
Curricula	Currently available
Journal articles	Currently available
Replication manual	Currently available
Summary report of graduate follow-up	Currently available

SUMMARY OF 84.158C EXPIRED PROJECT PROFILES

PROJECT PURPOSE

Federal funding for 16 projects in this competition expired in August and September, 1987. The overall purpose stated by these projects was to improve employment outcomes for students served through the project model. Two projects focused on statewide system change. The projects served youth with various handicapping conditions.

FOCUS OF CONTINUATION ACTIVITIES

Twelve projects reported on the extent of continuation activities upon expiration of federal funding. Of the reporting projects, six are focusing on dissemination activities. Expansion of project services and manpower training were each reported as a continuation focus for five projects.

PROJECT COMPONENTS BEING CONTINUED

Of the 12 projects reporting on continuation activities, six projects indicated the continuation of major program components through agencies other than the primary grantee. Seven projects reported training as a program component being continued. Other program components being continued by at least one-third of the reporting projects include: assessment, placement, follow-up, education, dissemination, agency coordination, identification of employers/business sites, and provision of transitional/employment and support services.

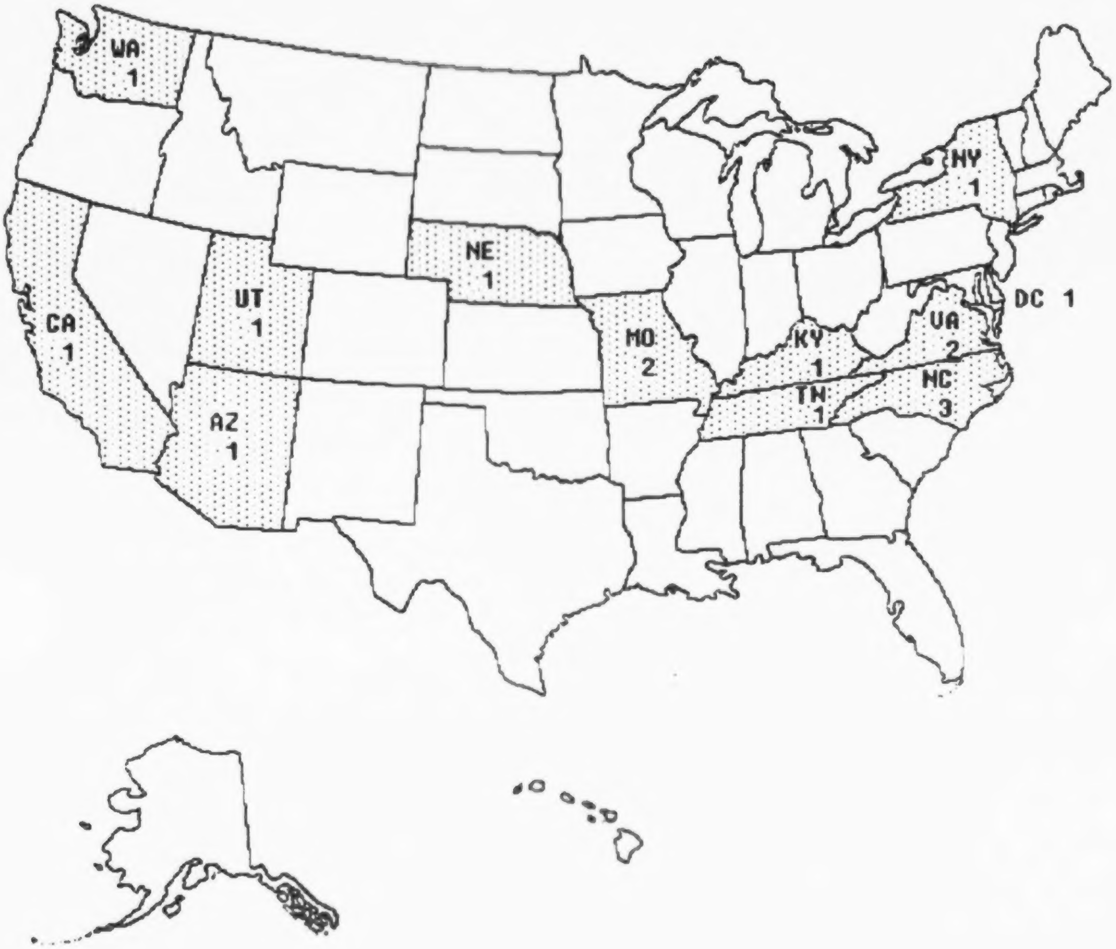
PROJECT PRODUCTS

Twelve projects reported on the availability of project products. Eight projects indicated the development of a project brochure, and six projects reported the availability of a parent handbook. Seven training manuals have been developed by four projects, and six articles have been written by three projects. Replication manuals and project developed instruments were each reported as products by three projects. Slide presentations/videotapes have been developed by three projects. Other singular products included newsletter, resource directory, curricula, student handbook, and teacher handbook.

Location of 84.158C Projects

Geographic Distribution of Expired 84.158C Projects as of May 1989

(N = 16)



PROJECT TITLE:
Project MEAL

CONTACT PERSON: Dorothy Crawford

MAILING ADDRESS:
R & D Training Institutes
P. O. Box 15112
Phoenix, AZ 85060

TELEPHONE #: 602-254-0822

INSTITUTE #: 51

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a model which provides successful transition for persons with learning disabilities to optimal employment that is commensurate with their capabilities. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Continue program as developed during grant period.
2. Disseminate project products.
3. Present model at national conferences to demonstrate replication process.
4. Initiate extended services.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Core training and Vocational skill related training/Dorothy Crawford or George Roybal, above address.
2. Vocational training/Carie Brauer, Maricopa Skill Center, Rio Salado Community College, 602-437-1550.
3. Job placement/Adriane Mucheck, Southwest Business, Industry and Rehabilitation Association, 602-949-0135.
4. Job placement monitoring and Follow-up/George Roybal, above address.
5. Vocational assessment, Bill Gadzia, Maricopa Skill Center, 602-437-1550.

PROJECT PRODUCTS:

Product Type/Title

Project developed instruments - Varied forms and checklists: Available from above address.

Replication manual - MEAL manual: Available @ $10.00 from above address.

PROJECT TITLE:
Project L.I.V.E.

INSTITUTE #: 40

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

CONTACT PERSON: Gerry Schwarzentraub

MAILING ADDRESS:
Stockton Unified School District
701 N. Madison
Stockton, CA 95202

TELEPHONE #: 209-944-4872

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and implement a cooperative transitional services model that will prepare special education students for transition to employment and independent living. The primary handicapping condition(s) of the students/clients served by this project included learning disability and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Adding an additional classroom at Adult Education to provide services for an additional fourteen students.
2. Adding an Adult Education funded staff member to provide supported work activities.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Community-based education, Job development, Follow-up, Placement, Job coaching, Student support services and Service management/Peig Fairbrook, above address, 209-944-4497.

PROJECT PRODUCTS:

Product Type/Title

Brochure - Project L.I.V.E. brochure: Available at no cost from above address, 209-944-4497.

Replication manual - Project L.I.V.E.: Available @ $8.00 from above address, 209-944-4497.

PROJECT TITLE:
Transition Improvement Planning (TIP)

CONTACT PERSON: Michael Norman

MAILING ADDRESS:
Human Development Institute
Porter Building
University of Kentucky
Lexington, KY 40506

TELEPHONE #: 606-257-1337

INSTITUTE #: 48

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

SPECIAL NET USER ID:
MNORMAN

PROGRAM PURPOSE: The purpose of this federally funded project was to improve programs preparing youth with handicaps for transition from school age programs to community living and employment.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Training of 20 community transition teams.
2. Dissemination of transition manuals.
3. Dissemination of TIP newsletters.
4. Recommendations of state transition model.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Local district consultation, Technical assistance, Training and Materials distribution/Bill Sterns, KDE/OEEC - 8th Floor, Capital Plaza Tower, Frankfort, KY 40601, 502-564-4970.

PROJECT PRODUCTS:
Product Type/Title
Brochure - Transition: Available from above address.
Newsletter - LEA/Agency Newsletter: Available above address.
Parent handbook - Currently being developed.
Training manual - Transition Improvement Planning Guide: Available from above address.
Videotape - Transition: What the Future Holds (30 minutes): Available from above address.
Article - Possible Dreams: Available in Counterpoint, February 1987.

PROJECT TITLE:
STEEP Span

INSTITUTE #: 42

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

CONTACT PERSON: Patrick J. McGinn

MAILING ADDRESS:
Independence School District
14220 E. 35th Street
Independence, MO 64055

TELEPHONE #: 816-833-4417

PROGRAM PURPOSE: The purpose of this federally funded project was to strengthen and coordinate education, training, and related services that assist handicapped youth in the transition to competitive or supported employment, postsecondary education, vocational training, continuing education, or adult services. The project provides preparatory vocational training, job site development within the community, and needed transitional support services in the least restrictive environment. Provide vocational evaluation and training to handicapped youth to promote a successful transition from school to work. The service delivery model is one of direct intervention and training. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, cerebral palsy, developmental disability, emotional disorder, epilepsy, health impairment, learning disability, mental retardation, and physical handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Vocational material development.
2. Daily living skills material development.
3. Develop audio and visual tapes.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Vocational evaluation, Prevocational training and Academics related to vocational training or job placement/Patrick J. McGinn, above address.
2. Job placement, Job coaching and Job referral/Patrick J. McGinn, above address.
3. Vocational training, Job training, Employer training on handicapped employee, Postsecondary placement and training/Patrick J. McGinn, above address.
4. Curriculum development, Material development and Dissemination/Patrick J. McGinn, above address.

PROJECT PRODUCTS:

Product Type/Title

Brochure - STEEP Span: available at no cost from Patrick J. McGinn, above address.

Parent handbook - Training manual, Videotape and Curricula - currently being developed.

Student handbook - STEEP Span Student Handbook: available at no cost from Patrick J. McGinn, above address.

Slide presentation - STEEP Span Slide Presentation: Contact Patrick J. McGinn, at above address, for ordering information.

PROJECT TITLE:
Project PET

CONTACT PERSON: Sue Ann Morrow

MAILING ADDRESS:
EDGE, Inc.
301 E. Missouri
Kirksville, MO 63501

TELEPHONE #: 816-665-9465

INSTITUTE #: 39

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
8/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and implement a model cooperative plan to insure the effective and timely transition of persons with developmental disabilities into the world of work. This plan will be developed by a planning committee consisting of adult service providers, parents, school personnel and employers and implemented through a Community Transition Center. In addition, recently graduated students, unemployed or underemployed, are provided vocational training utilizing the Supported Employment Model as well as related skill training. The primary handicapping condition(s) of the students/clients served by this project included developmental disability, emotional disorder, mental retardation, and traumatic head injury.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Supported employment (job coach and work crew options)/Services purchased by Missouri Vocational Rehabilitation, Charles Kimberline, 304 S. Franklin, Kirksville, MO 63501; Department of Mental Health, Tim Magruder, 1702 E. LaHouse, Kirksville, MO 63501.
2. Supported employment (job coach and work crew options)/EDGE (vendor), Sue Ann Morrow, above address.

PROJECT PRODUCTS:

Product Type/Title

Brochure - Available at no cost from EDGE, Inc., above address.

Parent handbook and teacher handbook - Currently being developed: Contact EDGE, Inc., above address, for further information.

PROJECT TITLE:
A Planning Model for the Development of Intersector Agreements and Transitional Services

CONTACT PERSON: Barb Elliott

MAILING ADDRESS:
Educational Service Unit #9
P.O. Box 2047
Hastings, NE 68901

TELEPHONE #: 402-463-5611

INSTITUTE #: 37

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to improve employment outcomes for handicapped rural high school students that are currently characterized by high unemployment rates, low wages, and dependent post-evaluation living arrangements. To develop an interagency joint working group at the local level to improve the transition from school to work and to establish supported employment options which are community and interagency supported. The primary handicapping condition(s) of the students/clients served by this project included behavioral disorder, hearing impairment, learning disability, mental retardation, speech impairment, and multiple handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Continue to refine secondary vocational curriculum and secondary transition process.
2. Continue parent and staff training.
3. Continue to work with state level agencies on dissemination.
4. Continue to work with local intersector group to refine and further develop job coach/supported employment model.
5. Continue longitudinal evaluation studies.
6. Prepare journal articles.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Intake, Eligibility determination, Assessment, Referral and Placement/Barb Elliott, Educational Service Unit #9 in conjunction with LEA and Jack Shepard, Vocational Rehabilitation and other state agencies.
2. Dissemination, Followup and Training/Barb Elliott, Educational Service Unit #9 in conjunction with LEA and Jack Shepard, Vocational Rehabilitation and Mid-Nebraska Mental Retardation Services.
3. Education, Program refinement and longitudinal evaluation/Barb Elliott, Educational Service Unit #9.
4. Interagency coordination/Intersector group representing Educational Service Unit #9, LEA, Vocational Rehabilitation, Mid-Nebraska Mental Retardation Services and Job Service.

PROJECT PRODUCTS:
Product Type/Title
Brochure - Supported Employment Specialists: Available from above address.
Parent handbook - Agency Resource Guide: Available from above address.
Training manual - Cooperative Vocational Handbook: Available from above address.

Training manual - Developmental Training Program Curriculum: Available from above address.

Training manual - Developmental Training Program Transition Guide: Available from above address.

Project developed instruments - Longitudinal evaluation study format: Available from above address.

Journal article - Transition Process: Definition for Rural Areas: Rural Special Education Quarterly - ACRES, Volume 8, #3.

Journal article - Postsecondary Community Placement of Handicapped Students: Learning Disability Quarterly, Volume 9, Fall 1986.

PROJECT TITLE:
Assisting Learning Disabled Students Transition to Postsecondary Programs through Cooperative Planning at the Secondary Level

CONTACT PERSON: Lawrence C. Gloeckler

MAILING ADDRESS:
Assistant Commissioner
NYS Department of Education
Room 1073, EBA
Albany, NY 12234

TELEPHONE #: 518-474-5548

INSTITUTE #: 46

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

SPECIAL NET USER ID: NY.SE

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a model for assisting LD students make a successful transition from secondary school to postsecondary education. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Expand activities at original project sites.
2. Replicate model at other sites.
3. Provide training for new project participants.
4. Disseminate project final report and description of model upon request.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Training, Education, Dissemination, Replication, and Agency coordination/ Nancy Lauria, NYSED, Room 1069 EBA, Albany, NY 12234, 518-474-8917.

PROJECT PRODUCTS:
Product Type/Title
Project developed instruments - Description of Model Data Collection Instruments: Product information available from Nancy Lauria, NYS Education Department, Room 1069, EBA, Albany, NY 12234.
Final report - Product information available from Nancy Lauria, NYS Education Department, Room 1069, EBA, Albany, NY 12234.

PROJECT TITLE:
Planning and Developing Cooperative
Models of Transitional Services for
North Carolina's Handicapped Youth

CONTACT PERSON: Susan Gurganus

MAILING ADDRESS:
Division for Exceptional Children
NC Department of Public Instruction
116 W. Edenton Street
Raleigh, NC 27603-1712

TELEPHONE #: 919-733-3004

INSTITUTE #: 43

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

SPECIAL NET USER ID:
NC.SE

PROGRAM PURPOSE: The purpose of this federally funded project was to effect statewide improvement in services for handicapped youth by assisting local education and human service organizers to cooperatively plan the transitional and adult services needed by handicapped youth.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Inservice training, four statewide workshops held for transition service providers.
2. Continue information dissemination to key individuals and groups in North Carolina.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Training, Agency coordination and information dissemination/Susan Gurganus, at above address.

PROJECT PRODUCTS:

Product Type/Title

Training manual - Transition: A handbook for service providers: Available at nominal cost from Office of Publications, above address.

PROJECT TITLE:
Transition from School to Adult Life

CONTACT PERSON: Debra N. Hatcher

MAILING ADDRESS:
Employment Opportunities, Inc.
3509 Haworth Drive, Suite 402
Raleigh, NC 27609

TELEPHONE #: 919-782-8346

INSTITUTE #: 47

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
8/87

PROGRAM PURPOSE: The purpose of this federally funded project was to provide the opportunity for students with disabilities to experience and learn about the local job market, job seeking skills, and relatedness of avocational planning in order to smooth the transition from school to work. The primary handicapping condition(s) of the students/clients served by this project included autism and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. State funding of five positions.
2. Provide direct student services on at least a semester-long basis.
3. Strengthen interagency coordination.
4. Continue identification of businesses interested in working with public schools.
5. Continue services for those students in last year of self-contained classes.
6. Develop program brochure and conduct monthly educational seminars for parents.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Tour and trial of community work sites, Volunteer work experience, Community resource training, Identification of business sites, Interagency coordination and Leisure education/Debbie Thomas, ARC/Wake County, United Way Center, 100 Wake Forest Road, Raleigh, NC 27604, 919-832-2660.

PROJECT PRODUCTS:

Product Type/Title

Brochure - For product information, call Debbie Thomas at Wake Association for Retarded Citizens, 919-832-2660.

Parent handbook - Product available October 1988.

Slide presentation - For product information, call Debbie Thomas at Wake Association for Retarded Citizens, 919-832-2660.

Resource directory - Community resources in transition - A description of adult services available in Raleigh, NC: Available @ $2.50 from Employment Opportunities, Inc., 3509 Haworth Drive, Suite 402, Raleigh, NC 27609.

PROJECT TITLE:
Competitive Employment through
Vocational Experience

CONTACT PERSON: David W. Test

MAILING ADDRESS:
Special Education Department
University of North Carolina-Charlotte
Charlotte, NC 28223

TELEPHONE #: 704-547-2531

INSTITUTE #: 41

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to provide handicapped secondary students with competitive and volunteer work opportunities to compensate for the lack of work experience prior to graduation as well as provide each student with specific guidance in seeking employment through a written transition model. The primary handicapping condition(s) of the students/clients served by this project included learning disability, mental retardation, physical handicap, and traumatic head injury.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Placement, Training, Follow-along, Job coaching and Research/Ms. Pat Keul, Supported Employment Training, Inc.

PROJECT PRODUCTS:

Product Type/Title

Parent handbook - Planning for transition: Answers for parents: Available at no cost from David W. Test, above address.

Replication manual - Providing supported work experience through job coaching: Available at no cost from David W. Test, above address.

Other manual - Writing transition plans: Available at no cost from David W. Test, above address.

Journal article - A cooperative model of transitional services for mildly handicapped youth by D. W. Test, P. K. Keul, and T. Grossi (in press), The Journal for Vocational Special Needs Education: Available @ $2.17 from David W. Test, above address.

Journal article - A functional analysis of the acquisition and maintenance of janitorial skills in a competitive work setting by D. W. Test, P, K. Keul and T. Grossi (in press), Journal of the Association for Persons with Severe Handicaps: Available @ $1.96 from David W. Test, above address.

Journal article - A comparison of the social interactions of workers with and without disabilities by D. W. Test, C. Farebrother and F. Spooner (in press), Journal of Employment Counseling: Available @ $1.96 from David W. Test, above address.

PROJECT TITLE:
Transition Employment Program

CONTACT PERSON: Terence W. Adams

MAILING ADDRESS:
Genesis Learning Center
477 McMurray Drive
Nashville, TN 37211

TELEPHONE #: 615-832-4222

INSTITUTE #: 38

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and disseminate a national model for transition of developmentally disabled handicapped youth who are exiting school for the first time and entering the adult community, with an emphasis on employment and extended job placement. The primary handicapping condition(s) of the students/clients served by this project included cerebral palsy, developmental disability, emotional disorder, learning disability, mental retardation, physical handicap, and spinal cord injury.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Continued client expansion.
2. Training job instructors for other agencies, i.e., vocational rehabilitation.
3. Expanded employer recruitment.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Job instructor training, TEP client orientation, Job placement and Employer recruitment/Terence W. Adams, above address.

PROJECT PRODUCTS:

Product Type/Title

Brochure - Transition Employment Program brochure: Available at no cost from Terence W. Adams, above address.

Training manual - TEP Orientation Manual: Contact Terence W. Adams, above address, for further information on cost.

Training manual - Job Instructor Training Manual: Contact Terence W. Adams, above address, for further information on cost.

PROJECT TITLE:
Utah Transition Planning and
Employment Project

CONTACT PERSON: Susan S. Behle

MAILING ADDRESS:
Utah Department of Social Services
DSH, 150 W. North Temple, 2nd Floor
Salt Lake City, UT 84109

TELEPHONE #: 801-533-7146

INSTITUTE #: 36

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to facilitate the transition of students with severe handicaps from high school to adult services and community-based employment alternatives. The primary handicapping condition(s) of the students/clients served by this project included cerebral palsy, communication disorder, developmental disability, mental retardation, physical handicap, and speech impairment.

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PROJECT TITLE:
Project STEER

CONTACT PERSON: Mary Kelvin

MAILING ADDRESS:
Virginia Department for the
Visually Handicapped
Education Services
397 Azalea Avenue
Richmond, VA 23227

TELEPHONE #: 804-264-3157

INSTITUTE #: 45

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop cooperative model programs in Virginia that will facilitate effective integration of visually impaired students into vocational education programs and ultimately into competitive employment. The primary handicapping condition(s) of the students/clients served by this project included visual impairment.

PROJECT TITLE:
Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth

CONTACT PERSON: Kathleen K. May

MAILING ADDRESS:
Children's Hospital
2924 Brook Road
Richmond, VA 23230

TELEPHONE #: 804-321-7474

INSTITUTE #: 44

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a cooperative model for providing vocationally oriented rehabilitation and education services to youth with severe physical disabilities ages 14-22. The primary handicapping condition(s) of the students/clients served by this project included cerebral palsy, spinal cord injury, traumatic head injury, cardiac disorder, polyarticular juvenile arthritis, muscular dystrophy, osteogenesis, aneurysm, and spina bifida.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Vocational assessment of disabled youth, 21 and younger, and Career exploration visits/Kathleen K. May, Children's Hospital, 2924 Brook Road, Richmond, VA 23230.

PROJECT PRODUCTS:

Product Type/Title

1. Brochure - Available at no cost from Rebecca T. Turlington, Career Development Department, above address.
2. Curricula - Social skills, job seeking skills, job retention skills, independent living skills including teaching notes, goals and objectives, activities and worksheets: Available @ $25.00 from Rebecca T. Turlington, Career Development Department, above address.

PROJECT TITLE:
Cooperating Models for Planning and
Developing Services for Mildly
Handicapped Individuals

CONTACT PERSON: Carol Richardson

MAILING ADDRESS:
Organizational Architects, Inc.
100 West First Street
Aberdeen, WA 98520

TELEPHONE #: 206-533-4387

INSTITUTE #: 50

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to design and implement a program which aims to provide transition services from school to work for handicapped youth in rural areas. The primary handicapping condition(s) of the students/clients served by this project included behavioral disorder, developmental disability, learning disability, mental retardation, and speech impairment.

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PROJECT TITLE:
Developing Cooperative State Models
for Planning & Developing Transition
Services to Meet the Needs of Disabled
Youth: An Interagency Approach

CONTACT PERSON: Cynthia G. Brown

MAILING ADDRESS:
CCSSO
400 N. Capitol Street, N.W.
Washington, DC 20001

TELEPHONE #: 202-393-8159

INSTITUTE #: 52

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to initiate and document five comprehensive state interagency models supportive of successful transition approaches and programs for disabled youth.

COMPETITION PROFILE: CFDA 84.158L

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: MODELS FOR PROVIDING SECONDARY MAINSTREAMED LEARNING DISABLED AND OTHER MILDLY HANDICAPPED STUDENTS WITH JOB RELATED TRAINING

INITIAL COMPETITION: 12/15/86

PURPOSE OF COMPETITION

The purpose of this priority was to provide support to projects that: (1) identify the job-related training and experience needed by mainstreamed secondary-aged learning disabled and other mildly handicapped students to successfully exit school to competitive employment and an independent adult life; (2) develop vocational/occupational intervention models providing job-related training and experience while maintaining the students placement predominantly with general education; and (3) evaluate the effectiveness of the model using quantitative and qualitative evaluation approaches and incorporating comparison groups or cohorts into the evaluation design.

The target population was specified for this competition as students at the secondary level with a learning disability or other mild handicap receiving special education services within the general education class or receiving up to two hours of special education per day within a resource room class setting. Projects were to submit detailed information regarding the needs and problems encountered by the target population. Suggested components for inclusion in projects were a 13th year component, job placement, counseling, on-the-job training, independent living skill training, and interpersonal skill training.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by the Education of the Handicapped Amendments of 1983, P.L. 98-199.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local education agencies, and other public and private non-profit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities under the JTPA).

FUNDS AVAILABLE

Approximately $700,000 was expected to be available for support of up to seven projects.

NUMBER OF GRANTS AWARDED

Ten grants were awarded under this competition.

DURATION

Project support was available for up to three years under this competition subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158L PROJECT PROFILES

PRIMARY GRANTEE

Five grants were awarded to universities under this competition. Two awards were received by local education agencies and two non-profit agencies received grant awards. A community college also received a grant award.

PROJECT PARTICIPANTS

Projects under this competition were to target mainstreamed secondary-aged youth with learning disabilities or other mild handicapping conditions. In the 10 projects reporting, an estimated 1,915 persons are receiving direct service through this competition. Approximately 4,757 persons are being impacted by these projects. Young adults across most mild handicapping conditions are being served by these projects with the majority falling into four categories: learning disability (59%), multiple handicap (16%), mental retardation (6%), and chronic illness (4%). Nine projects reported on the provision of related services. Five hundred twenty-five parents are receiving service and training from four projects. Two hundred eighty persons from business and industry are receiving services from four projects. One hundred ninety-three teachers are receiving service and training from six projects. Four projects are providing services to 84 agency personnel, and five projects are providing training and services to 45 of their own staff.

COOPERATING AGENCIES AND ORGANIZATIONS

Nine projects reported on cooperating agencies. Six indicated cooperation with public schools. Five projects indicated cooperation with state agencies. Three noted cooperation with community colleges. Three projects indicated cooperation with local education agencies. Two projects reported cooperation with JTPAs, and two with community rehabilitation centers. One project indicated cooperation with city government, one with a community workshop, and one with a residential education facility.

PRODUCTS

Ten projects reported on product development. Seven indicated the development of curricula. Six indicated the production of articles. Five indicated the development of a replication manual. Four projects indicated the development of instruments, and four of videotape resources. Three projects indicated the development of a training manual. Two projects reported development of a newsletter, and two of the development of a student handbook. One reported the development of a brochure, and one of a parent handbook.

PROJECT EVALUATION PLAN

The evaluation approaches by most of the projects are systems analysis and goal-based. Also used are professional review, case study, decision making, and goal free. Most of the evaluation plans are implemented by the project directors and other project staff.

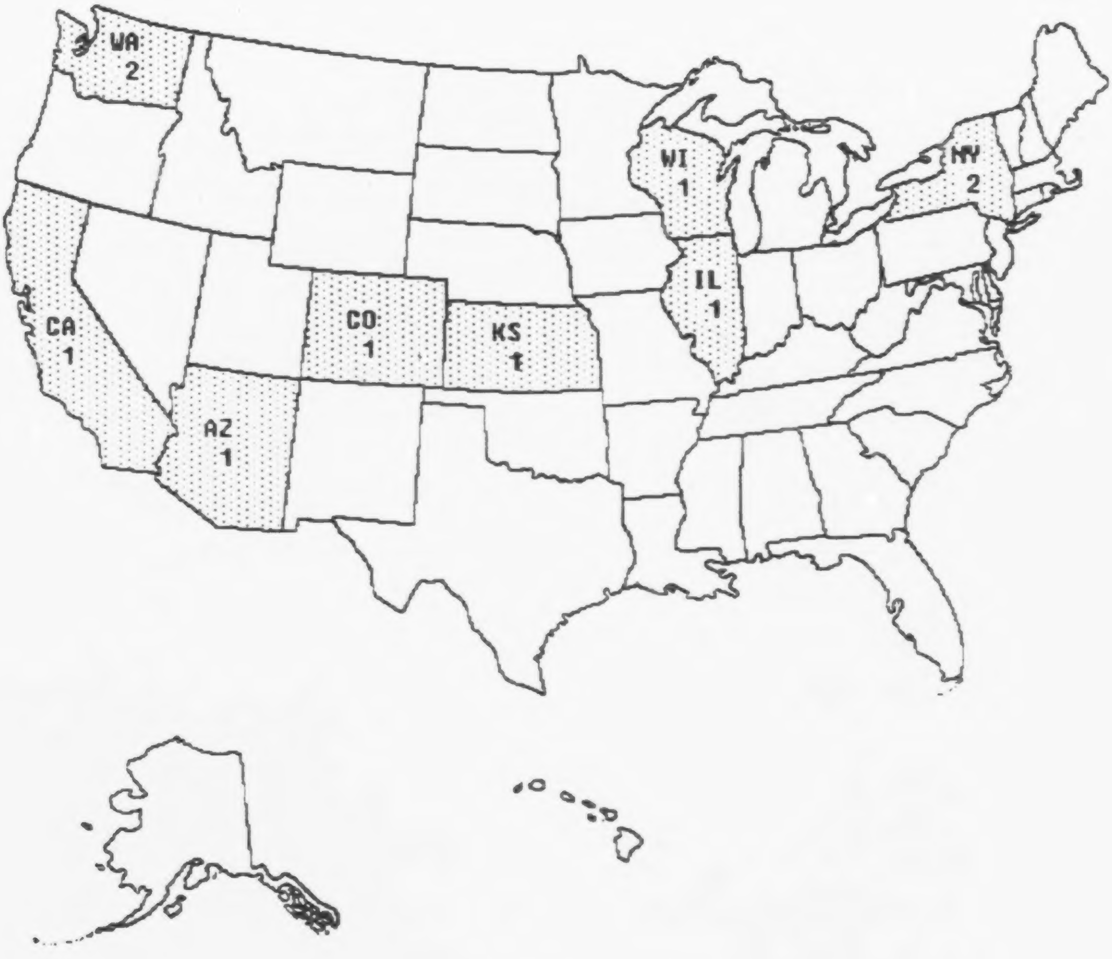
GEOGRAPHIC AREA SERVED

Of the 10 reporting projects, six reported serving major metropolitan areas. In addition, one project serves a portion of a county which includes a major metropolitan area, and one project is rural. Services to more than one county within the state were reported by two projects.

Location of 84.158L Projects

Geographic Distribution of Current 84.158L Projects as of May 1989

(N = 10)



PROJECT TITLE:
Activity

PROJECT DIRECTOR: Betsy Bounds

PROJECT COORDINATOR: Pat Treeful

CONTACT PERSON: Pat Treeful

MAILING ADDRESS:
Tucson Unified School District
1010 E. 10th
Tucson, AZ 85717-0400

TELEPHONE #: 602-882-2421

INSTITUTE #: 171

COMPETITION #: 84.158L

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
Local education agency

GEOGRAPHIC AREA SERVED:
Part of a county

PROGRAM PURPOSE: To facilitate transition of LD students from public secondary to public postsecondary institutions. Services provided include peer monitors, tutors, personal/academic/career counseling, supplemental evaluation of learning styles/strengths and weaknesses and referral to community agencies as necessary.

PROJECT FOCUS:

1. Field training in basic skills, learning strategies and vocational skills.
2. Implementing field training of evaluation system.
3. Development and implementation of bilingual evaluation system.
4. Development and implementation of the 13th year program with postsecondary education and vocational agencies within the community.
5. Development and implementation of extracurricular vocational/special education project at one test site school.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,000

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 500

Handicapping Condition	No. Served	Age Range
Mild chronic illness	77	14-21
Mild hearing impairment	32	14-21
Mild learning disability	610	14-21
Moderate learning disability	171	14-21
Mild mental retardation	79	14-21
Mild physical handicap	31	14-21

Professionals/parents receiving services (training) through project activities:

300 Parents
200 Business/industry personnel
15 Project staff
3 Undergraduate/graduate students
35 Agency personnel
53 Teachers
5 Postsecondary faculty

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client and project activities

On Postsecondary Education: Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation and project activities

Instrumentation

Locally/Project Developed Instruments: Employability and Social Skills Scale, employer surveys, community agency surveys, Vocational Teacher Satisfaction, parent interviews, student interviews, employer surveys and needs assessment, pre- and post-tests on teaching modes

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board, staff evaluator

Type of Evaluation Reporting and Audience

Type: Executive summary

Audience: Consumers, OSERS, Transition Institute

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Videotape	10/89
Curricula	Currently available
Journal articles	1/90
Replication manual	6/90

PROJECT TITLE:
The Career Ladder Program

PROJECT DIRECTOR: Robert Gaylord-Ross

CONTACT PERSON: Shepard Siegel/
Robert Gaylord-Ross

MAILING ADDRESS:
Dept. of Special Education
San Francisco State University
1600 Holloway Ave.
San Francisco, CA 94132

TELEPHONE #: 415-338-7851

INSTITUTE #: 172

COMPETITION #: 84.158L

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
University/four-year college

GEOGRAPHIC AREA SERVED:
County

PROGRAM PURPOSE: Peer mentoring/student support groups. Faculty inservices and release time activities in development of materials and classroom strategies. Early contact with learning disabled students at the high school level in preparation for college transition. College transition services.

PROJECT FOCUS:
1. Additional counseling/advisement for participants.
2. Reconfiguration of project personnel with resignation of 1988 project coordinator.
3. Participants recommended through referral from secondary school personnel where applicable.
4. Hiring: project coordinator, transition instructor, psychological evaluator.
5. Diversified peer mentor contact outside of secondary school hours.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 245

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 245

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	20	15-24
Moderate behavioral disorders	9	15-24
Mild emotional disorder	10	15-24
Moderate emotional disorder	7	15-24
Mild hearing impairment	3	18-21
Moderate hearing impairment	3	18-21
Mild cerebral palsy	1	18-21
Moderate cerebral palsy	1	18-21
Mild communication disorders	15	15-24
Moderate communication disorders	8	15-24
Mild learning disability	100	15-24
Moderate learning disability	40	15-24
Mild mental retardation	10	15-24
Moderate mental retardation	6	15-24
Mild physical handicap	2	18-21
Moderate physical handicap	2	18-21
Mild visual impairment	3	18-21

Professionals/parents receiving services (training) through project activities:

175 Parents
40 Business/industry personnel
Undergraduate students
40 Agency personnel
20 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, goal free, decision making, professional review, case study

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client and project activities

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WRIOT

Locally/Project Developed Instruments: Client Reading Sheet, OTU Social Skills Assessment, Client Objectives Sheet

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS

PROJECT PRODUCTS:

Product	Date Available
Training manual	2/90
Project developed instruments	2/90
Slide presentation	10/89
Curricula	2/90
Journal articles	Currently available
Replication manual	2/90

PROJECT TITLE:
Trans-Act

PROJECT DIRECTOR: Frank Anderson

MAILING ADDRESS:
IDEAS
Magnolia Star Route
Nederland, CO 80466

TELEPHONE #: 303-443-8789

INSTITUTE #: 173

COMPETITION #: 84.158L

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
Private non-profit agency

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To demonstrate how vocational possibilities for community college students with learning disabilities can be enhanced through the provision of comprehensive vocational support services. The project will involve coordinated services provided by a private rehabilitation agency with expertise in learning disability, community college support services, the state vocational rehabilitation agency, employers, and learning disabled students and their families.

PROJECT FOCUS:
1. Implement training in vocational skills, basic skills, and interpersonal skills.
2. Provide services of a full-time learning disabilities specialist in the vocational skills classroom.
3. Provide services of tutor in basic skills classroom.
4. Provide work-study job coaching.
5. Provide career counseling.
6. Conduct parent workshops.
7. Expand to include more than one trade school in the project.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 2,500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 55

Handicapping Condition	No. Served	Age Range
Mild learning disability	55	17+

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, responsive evaluation

Instrumentation

Commercially Available Instruments Used by Projects: WAIS, Test of Written Language, Woodcock-Johnson Psychoeducation Battery, Woodcock-Johnson Reading Mastery, KeyMath

Locally/Project Developed Instruments: Intake, Portfolios

Personnel Involved in Evaluation Activities: Project Director, Project Staff, evaluation consultant

Type of Evaluation Reporting and Audience

Audience: OSERS, Transition Institute, advisory board, state agency, education, community colleges, job councils

PROJECT PRODUCTS:

Product	Date Available
Journal articles	Not indicated
Replication manual	1/90

PROJECT TITLE:
Model for Providing Secondary Mainstreamed Learning Disabled and Other Mildly Handicapped Students with Job Related Training

PROJECT DIRECTOR: Sally Vernon

PROJECT COORDINATOR: P. Hayes Eversley

CONTACT PERSON: Lloyd M. Brown

MAILING ADDRESS:
Chicago City-Wide College
226 W. Jackson
Chicago, IL 60606

TELEPHONE #: 312-443-5209

INSTITUTE #: 174

COMPETITION #: 84.158L

PROJECT START DATE: 10/1/87
PROJECT END DATE: 9/30/90

PRIMARY GRANTEE:
Community/junior college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To provide transitional services for persons with mild disabilities. The project will give students the opportunity to attain job related training and daily living experiences needed to leave school successfully, enter the labor market and achieve independence.

PROJECT FOCUS:

1. More student participation in vocational training program due to more students completing classroom training.
2. Inservice training for faculty/staff members.
3. New recruitment plan.
4. Implementation of daily social activities for after school and weekend events.
5. Implementation of new vocational training sites related to the needs of our students.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 112

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 112

Handicapping Condition	No. Served	Age Range
Mild hearing impairment	2	18-25
Dropout	2	18-25
Economically disadvantaged	8	18-25
Mild health impairment	3	18-25
Mild learning disability	7	18-25
Mild physical handicap	1	18-25
Mild speech impairment	2	18-25

Professionals/parents receiving services (training) through project activities:

10 Parents
3 Business/industry personnel
4 Project staff
3 Agency personnel
3 Teachers
Guest speakers

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, evaluation by instructor of student

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client and project activities, employer outcome status, staff visits to vocational sites daily

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation and project activities, postsecondary education/training outcomes, 13th Year Alumni Association

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, Career Assessment Inventory, Brigance, SAT, Stanford Achievement Test

Locally/Project Developed Instruments: Forms developed by coordinator, teacher made materials, monthly staffings, intake interview, CDSS Form

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Staff evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: Transition Institute, professional education organizations

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Student handbook	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Slide presentation	Currently available
Videotape	Currently available
Curricula	Currently available
Journal articles	Currently available
Replication manual	Currently available

PROJECT TITLE:
Project HAVE

PROJECT DIRECTOR: John M. Aiken

PROJECT COORDINATOR: John M. Aiken

CONTACT PERSON: John M. Aiken

MAILING ADDRESS:
Parsons State Hospital & Training Center
2601 Gabriel
Parsons, KS 67357

TELEPHONE #: 316-421-6550

INSTITUTE #: 175

COMPETITION #: 84.158L

PROJECT START DATE: 10/1/87
PROJECT END DATE: 9/30/90

PRIMARY GRANTEE:
Local education agency

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To identify a core set of job-related skills that are prerequisites for entering into or succeeding in vocational classes that can be incorporated into a curriculum format of instruction for learning disabled learners. When the skills have been identified, the project will establish three pilot programs to demonstrate the incorporation of the core skills within the existing curricula. The pilot programs will be established at the high school, vocational technical school and community college levels.

PROJECT FOCUS:

1. Development, dissemination, and analysis of parent, student, instructor, and special education teacher survey instruments.
2. Identification of pilot sites.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 30

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 20

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	2	16-21
Mild learning disability	15	16-21
Mild mental retardation	3	16-21

Professionals/parents receiving services (training) through project activities:

3 Teachers
3 Peer tutors
3 Paraprofessionals
7 Postsecondary faculty

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, professional review

Type of Data/Information Being Collected

On Students/Clients: Number receiving direct or related services, student/client demographics, student/client educational background data, student/client progress in training program, student/client progress in educational program, student/client integration into environment

On Postsecondary Education: Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation and project activities, postsecondary education/training outcomes

Instrumentation

Locally/Project Developed Instruments: Instructor interview, parent interview--career expectation, parent interview--barriers, vocational instructor--attitudes, student--vocational needs, course syllabus--determine core skills

Personnel Involved in Evaluation Activities: Project Director, Project Staff

Type of Evaluation Reporting and Audience

Type: Executive summary

Audience: OSERS, advisory board, school boards

PROJECT PRODUCTS:

Product	Date Available
Project developed instruments	Not indicated

PROJECT TITLE:
Transitional Opportunities for LD

PROJECT DIRECTOR: Pat Catapano

PROJECT COORDINATOR: Michael Kramer

CONTACT PERSON: Michael Kramer

MAILING ADDRESS:
Young Adult Institute
460 W. 34th St., 11th Floor
New York, NY 10001

TELEPHONE #: 212-563-7474

INSTITUTE #: 176

COMPETITION #: 84.158L

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
Private non-profit agency

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To develop and implement a model program to facilitate competitive employment of learning disabled youth adults who are in transition from school to adult settings. Primary objectives include: expanding liaisons between secondary education settings, service providers, and prospective employers; refining a vocational needs assessment and vocational preparation curriculum to be used in a transitional vocational training program (TVTP); establishing a TVTP and expanding the Job Placement Bureau; establishing support mechanisms for disabled young adults who are in transition or competitively employed; and exploration of continued means of funding for this or similar projects.

PROJECT FOCUS:
1. Expansion of liaisons between secondary education settings, service providers, and prospective employers.
2. Continued implementation of transitional vocational training program.
3. Refine TVTP to include data entry/word processing training and cash register training.
4. Continued support for young adults who are in transition or competitive employment.
5. Expand advisory board.
6. Expand and revise TVTP LD clients.
7. Expand job placement.

PROJECT PARTICIPANTS:
Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 75

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 75

Handicapping Condition	No. Served	Age Range
Mild learning disability	75	17-21

Professionals/parents receiving services (training) through project activities:
35 Business/industry personnel
4 Project staff

PROJECT EVALUATION PLAN:

Evaluation approach(es): Goal based, decision, professional review

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, benefits, quality of placement

On Employers: Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client and project activities, employer outcome status, YAP Business Advisory Board

Instrumentation

Locally/Project Developed Instruments: Employability behavior assessments, work skills assessment, monthly employer reports on clients, employer/supervisor interview and parent/client interview, informal teacher survey, parent/client ongoing support survey, vocational needs assessment, advisory board minutes, project records

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, media releases

Audience: OSERS

PROJECT PRODUCTS:

Product	Date Available
Project developed instruments	Currently available
Videotape	Currently available
Curricula	Currently available
Resource directory	Currently available

PROJECT TITLE:
Project JOB

PROJECT DIRECTOR: Irwin Rosenthal

PROJECT COORDINATOR: Lisa Colton

CONTACT PERSON: Irwin Rosenthal

MAILING ADDRESS:
239 Greene St.
400 East Building
New York, NY 10003

TELEPHONE #: 212-998-5575

INSTITUTE #: 177

COMPETITION #: 84.158L

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation

PROGRAM PURPOSE: To establish a demonstration project for learning disabled/mildly handicapped high school students with a focus on career/job development and training. Project JOB will have three treatment groups: a traditional career education program; a career exploration program including experience-based career education through a series of work-world internships; and a high school coursework and vocational exploration and training program.

PROJECT FOCUS:
1. Develop internship sites.
2. Provide internship placement, monitoring, and support.
3. Provide college based educational experience.
4. Provide individual and group counseling.
5. Provide career and academic skills assessment and feedback.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 45

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Dropout	5	16-18
Economically disadvantaged	22	16-18
Minority youth	20	16-18
Mild learning disability	45	16-18

Professionals/parents receiving services (training) through project activities:
1 Business/industry personnel
Postsecondary faculty

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, decision making, case study

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, number receiving direct or related services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status

On Employers: Employer satisfaction with student/client and project activities

On Postsecondary Education: Postsecondary education/training satisfaction with student/client participation and project activities

Instrumentation

Commercially Available Instruments Used by Projects: Test of Interpersonal Competence Employment, WRIOT, Career Development Inventory, Harrington- O'Shea, Coopersmith Self-Esteem, HRC Preferred Learning Style Checklist

Locally/Project Developed Instruments: School/work site observations, job related academic skills, interpersonal skills, job skills, effectiveness of strategies, satisfaction with vocational assessment

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience

Type: Formal evaluation report

Audience: OSERS, state agency, NYC Board of Education, professionals, business/industry personnel, business/industry

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Project developed instruments	Not indicated
Videotape	Not indicated

PROJECT TITLE:
Deriving Job Skills from the Workplace

PROJECT DIRECTOR: Joseph Jenkins

PROJECT COORDINATOR: John Emerson

CONTACT PERSON: John Emerson

MAILING ADDRESS:
University of Washington
CDMRC-EEU
WJ-10
Seattle, WA 98195

TELEPHONE #: 206-543-4011

INSTITUTE #: 179

COMPETITION #: 84.158L

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Metropolitan area with public transportation system

PROGRAM PURPOSE: To determine the specific employee characteristics and skills sought by employers; to develop and field test a model job skills curriculum; and to determine the effects of the model curriculum on LD students' job acquisition and retention and on employer satisfaction.

PROJECT FOCUS:

1. Interagency networking and cooperation through activities of the Interagency Working Group (IGW) on transition.
2. Provide three regional workshops for parents, mildly disabled students, school personnel, agency personnel, and others in related services on transition, postsecondary education, and training opportunities.
3. Provide a system of inservice training, technical assistance and support to 25 new pilot site districts.
4. Conduct a summer course on "Transition Planning and Vocational Special Needs" for 30 participants from local school districts.
5. Award 20 stipends to ITP pilot sites to support and stabilize existing transition practices.
6. Establish a statewide task force to develop recommended policy for dissemination to local school districts.
7. Complete follow-up survey on targeted transition students every six months for three years.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 80

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 80

Handicapping Condition	No. Served	Age Range
Economically disadvantaged	40	17-20
Minority youth	40	17-20
Mild learning disability	70	17-20
Mild mental retardation	10	17-20

Professionals/parents receiving services (training) through project activities:
4 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, case study

Instrumentation

Commercially Available Instruments Used by Projects: MESA, COPS, PIC

Locally/Project Developed Instruments: Job search skill checklist, job retention skill checklist, job application rating scale, teacher employer interview, student work history support interview

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, executive summary

Audience: OSERS, Transition Institute, local education agency

PROJECT PRODUCTS:

Product	Date Available
Newsletter	Currently available
Student handbook	5/90
Curricula	6/90
Journal articles	7/90

PROJECT TITLE:
Supported Vocational Education

PROJECT DIRECTOR: Greg Weisenstein

PROJECT COORDINATOR: Joseph Stowitschek

CONTACT PERSON: Greg Weisenstein

MAILING ADDRESS:
University of Washington
407 Miller Hall, DQ-12
Seattle, WA 98195

TELEPHONE #: 206-545-1807

INSTITUTE #: 178

COMPETITION #: 84.158L

PROJECT START DATE: 8/15/87
PROJECT END DATE: 8/14/90

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
State

PROGRAM PURPOSE: To stimulate the development and improvement of programs for secondary special education, and to develop a system of cooperative planning and implementation of transition services through a coordinated system of local, regional, and state efforts. Four major components include interagency working group and the exchange of personnel for various inservice and training needs; inservice training at local, regional and state workshops; availability of mini-grants to LEAs; and development of school-based transition services in areas.

PROJECT FOCUS:

1. Implement and field test active recruitment materials.
2. Implement and field test Guided Placement Component.
3. Develop alternatives aimed at maintaining special education students in vocational education courses and facilitate successful completion of these courses.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 420

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 130

Professionals/parents receiving services (training) through project activities:

40 Parents
100 Teachers
10 Undergraduate/graduate students
6 Agency personnel
2 Project staff
20 Administrators/counselors

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, professional review

Type of Data/Information Being Collected

On Students/Clients: Intake/referral information, number receiving direct or related services, student/client demographics, student/client work experience background data, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, teacher/student impressionistic data

On Employers: Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client and project activities

Instrumentation

Locally/Project Developed Instruments: Learner profile, group profile, supported vocational teacher interviews, continuing support contact log, school record summary

Personnel Involved in Evaluation Activities: Project Director, Project Coordinator, Project Staff, Advisory Board, Third Party Evaluator

Type of Evaluation Reporting and Audience

Type: Formal evaluation report, journal article

Audience: OSERS, Transition Institute, advisory board, state agency, professional journals

PROJECT PRODUCTS:

Product	Date Available
Brochure	Currently available
Project developed instruments	Currently available
Curricula	8/90

PROJECT TITLE:
Community Transition Center

PROJECT DIRECTOR: Charles Coker

PROJECT COORDINATOR: Charles Coker

MAILING ADDRESS:
Research and Training Center
University of Wisconsin-Stout
Menomonie, WI 54751

TELEPHONE #: 715-232-2236

INSTITUTE #: 180

COMPETITION #: 84.158L

PROJECT START DATE: 12/1/87
PROJECT END DATE: 11/30/90

PRIMARY GRANTEE:
University/four year college

GEOGRAPHIC AREA SERVED:
Region within a state (including more than one county)

PROGRAM PURPOSE: To develop and test the Community Transition Center model. The goals of the model are to increase the capacity of secondary schools to provide employment preparation skills to their handicapped youth, increase the ability of postsecondary settings to educate or employ these youth, and provide direct services to these youth to assist in the transition process. The CTC model is designed to serve mildly handicapped youth who are in the process of transitioning into postsecondary education and employment settings, and who need employment preparation, placement, and post-placement support services.

PROJECT FOCUS:

1. Training of teachers in the vocational transition curricula.
2. Implementation of the curricula at six schools.
3. Provision of technical assistance and service coordination.
4. Establishment of transition steering committee.
5. Follow-up of transition perceptions of teachers.
6. Survey of transition perceptions of teachers.
7. Follow-up services to 1987-88 graduates.

PROJECT PARTICIPANTS:

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 250

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 75

Professionals/parents receiving services (training) through project activities:
30 Teachers

PROJECT EVALUATION PLAN:

Evaluation approach(es): System analysis, goal based, goal free

Type of Data/Information Being Collected

On Students/Clients: Number referred to project services, intake/referral information, number receiving direct or related services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers: Employer characteristics/demographics

On Postsecondary Education: Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training outcomes

Instrumentation

Commercially Available Instruments Used by Projects: WAIS-R, vocational decision making interview, Gordon, Copps

Locally/Project Developed Instruments: Vocational adaptivity scale, transition needs survey

Personnel Involved in Evaluation Activities: Project Director

Type of Evaluation Reporting and Audience

Type: Project results

Audience: OSERS

PROJECT PRODUCTS:

Product	Date Available
Curricula	12/90
Journal articles	12/90
Replication manual	12/90

COMPETITION PROFILE: CFDA 84.023D

RESEARCH IN EDUCATION OF THE HANDICAPPED: HANDICAPPED CHILDREN'S MODEL DEMONSTRATION PROJECTS/ YOUTH EMPLOYMENT PROJECTS

INITIAL COMPETITION: 3/5/84

PURPOSE OF COMPETITION

The purpose of this program was to support model projects that demonstrate innovative approaches to facilitating transition from school to work. Projects in this competition were expected to identify populations of individuals with handicapping conditions who have been isolated from the sequence of vocational education to employment capability. Projects were also to choose a particular school-community setting for developing a comprehensive model that incorporates a number of components for transition from school to work. Suggested components included attitude development, job placement, counseling, on-the-job training, training in areas of independent living, and development of interpersonal skills. The general aim of this competition was to use direct service to demonstrate the effectiveness of a newly conceived model which may be replicated either in part or in its entirety in other communities.

AUTHORITY

Authority for this program is contained in Sections 641 and 642 of Part E of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Institutions of higher education, States, State or local educational agencies, and other public or nonprofit private educational or research agencies and organizations were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,500,000 was expected to be available for support of 15 new demonstration projects in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Twelve demonstration grants were awarded under this competition.

DURATION

Project support was for a three-year period subject to an annual review of progress and availability of funds. All Youth Employment Projects expired in 1987.

SUMMARY OF 84.023D EXPIRED PROJECT PROFILES

PROJECT PURPOSE

The 12 projects awarded in this competition addressed the overall purpose of developing and demonstrating innovative approaches to facilitating transition from school to work within the context of a model program. The majority of the project demonstrations included a focus on curriculum development or revision emphasizing employment and vocational outcomes. Community-based models were specifically referenced by four projects. Two projects established community-based linkage models, one being a network of employability readiness support groups and the other providing a computerized clearinghouse. The projects in this competition served students and clients with various handicapping conditions with five focusing on severe handicapping conditions.

FOCUS OF CONTINUATION ACTIVITIES

Eight projects reported on the focus of project continuation activities; four each reporting dissemination and inservice activities as a primary focus. Technical assistance activities were reported by two projects.

PROJECT COMPONENTS BEING CONTINUED

Nine projects reported on project components being continued. Replication and education/training were each indicated by four projects. Assessment, technical assistance, and dissemination were components being continued by three projects each. Other components being continued by at least two projects included placement, counseling, inservice, referral and agency coordination. Of those projects reporting on the continuation of project components, five indicated the involvement of an agency or agencies other than the primary grantee in continuation activities.

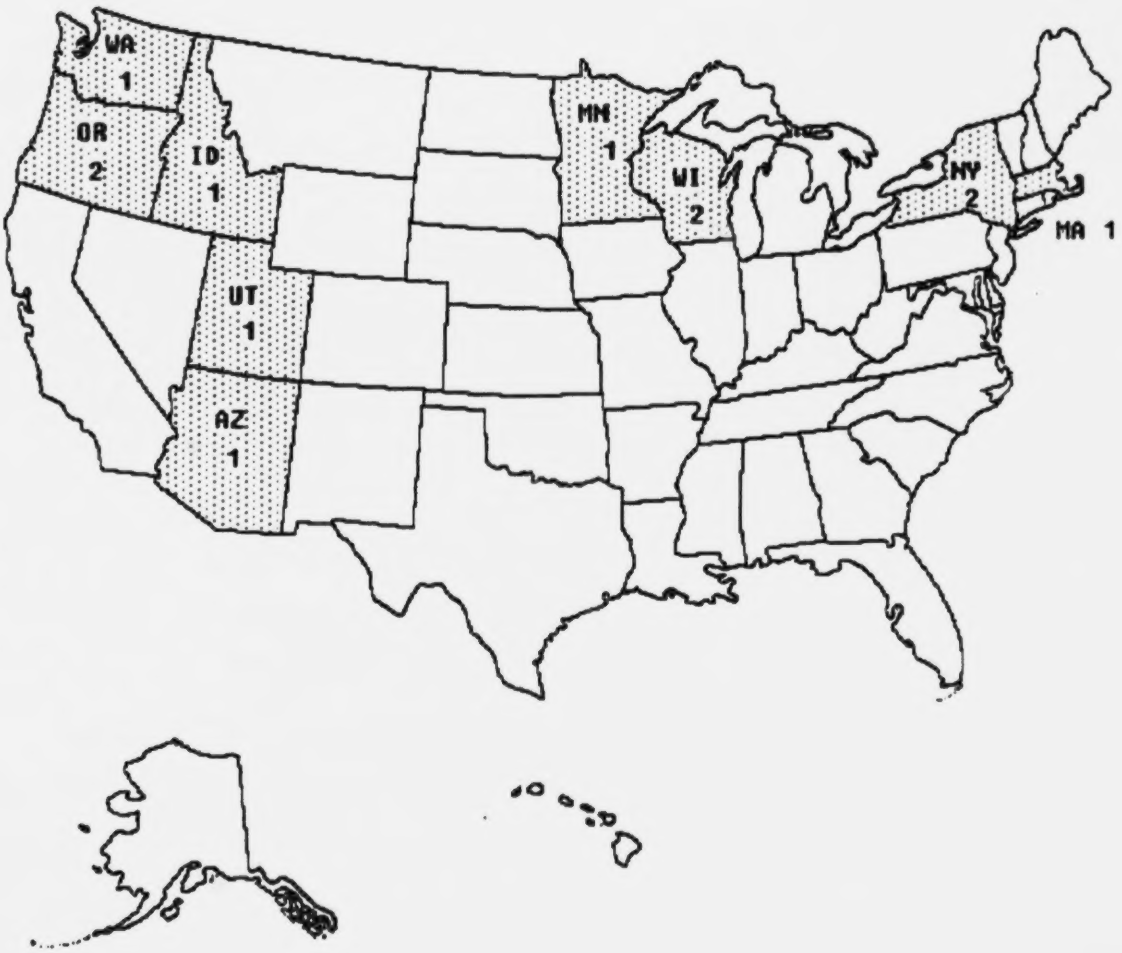
PROJECT PRODUCTS

Products were reported by nine projects. Five projects indicated the availability of project curricula. Training manuals/modules were also reported by five projects. Four projects each indicated development of instruments and replication manuals. Three projects have written a total of four journal articles and two book chapters. Audiovisual materials have been developed by four projects.

Location of 84.023D Projects

Geographic Distribution of Expired 84.023D Projects
as of May 1989

(N = 12)



PROJECT TITLE:
Project Bridge

CONTACT PERSON: Joseph DeMarsh

MAILING ADDRESS:
Southwest Business, Industry and
Rehabilitation Association
4410 N. Saddlebag Trail
Scottsdale, AZ 85251

TELEPHONE #: 602-274-2710

INSTITUTE #: 8

COMPETITION #: 84.023D

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop, test and refine a model designed to link secondary handicapped youth with community training/education resources, and ultimately with jobs in competitive or non-traditional employment. The primary handicapping condition(s) of the students/clients served by this project included autism, brain damage, cerebral palsy, emotional disorder, epilepsy, hearing impairment, learning disability, mental retardation, physical handicap, and visual impairment.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Provide clearinghouse information upon request.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
Community transition resource information, Technical assistance for developing automated information clearinghouse and Project outcome data/Joe DeMarsh at above address.

PROJECT PRODUCTS:
Product Type/Title
Training manual- Developing a Computer-Assisted Information Clearinghouse: Product available on cost reimbursement basis from SWBIRA.
Curricula - Food Service Training Curriculum: Product available on cost reimbursement basis from SWBIRA.
Journal articles - Three articles: Reprints available from Joe DeMarsh.
Replication manual - Project Bridge Replication Manual: Product available on cost reimbursement basis from SWBIRA.
Project outcome data: Product available on cost reimbursement basis from SWBIRA.

PROJECT TITLE:
STEP: Secondary Transition and
Employment Project

INSTITUTE #: 9

COMPETITION #: 84.023D

CONTACT PERSON: Diane Baumgart

DATE FEDERAL FUNDING EXPIRED:
8/31/87

MAILING ADDRESS:
Special Education Department
University of Idaho
Moscow, ID 83843

TELEPHONE #: 208-885-6156

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and implement curricula for non-school and school-based instruction which will prepare students in the vocational domain and allow them to meet state graduation requirements. The primary handicapping condition(s) of the students/clients served by this project included communication disorder, learning disability, mental retardation, and physical handicap.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Dissemination of secondary/vocational and transition manuals/Diane Baumgart, above address.
2. Social skill (job-related) research/Diane Baumgart, above address.

PROJECT PRODUCTS:
Product Type/Title
Video cassettes - Overview of STEP Curriculum: Product ordering information available from STEP, College of Education, University of Idaho, Moscow, ID 83843.
Video cassettes - Social Skills Scenarios for Assessment and Intervention: Product ordering information available from STEP, above address.
Training manuals - Seven STEP manuals: Product ordering information available from STEP, above address.
Videotape - Teacher video training modules for students/adults with handicaps: Product ordering information available from STEP, above address.
Project developed instruments - Social skills assessment/intervention: Product ordering information available from STEP, above address.

PROJECT TITLE:
Project TRYAD: Transition Model for Multiply/Severely Handicapped Young Adults

CONTACT PERSON: J. Edward Carter

MAILING ADDRESS:
Boston College
McGuinn Hall, B-19
Chestnut Hill, MA 02167

TELEPHONE #: 617-552-8208

INSTITUTE #: 10

COMPETITION #: 84.023D

DATE FEDERAL FUNDING EXPIRED:
8/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to replicate a case-management process for transitioning multiply/severely handicapped young adults into appropriate post-school programs from public schools, collaborative and private school programs throughout Massachusetts.

PROJECT TITLE:
VECTOR: A New Direction

INSTITUTE #: 11

COMPETITION #: 84.023D

CONTACT PERSON: Wayne A. Lindskoog

DATE FEDERAL FUNDING EXPIRED:
10/1/87

MAILING ADDRESS:
9200 Flying Cloud Drive
Eden Prairie, MN 55447

TELEPHONE #: 612-944-2222

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and implement a model for enhancing the role of a school district in (a) increasing the employability of handicapped individuals through the utilization of an area vocational-technical institute's resources, and (b) facilitating the transition of handicapped individuals from school to employment in competitive industry, sheltered employment, or work activity commensurate with their skills, knowledge and ability. The primary handicapping condition(s) of the students/clients served by this project included behavioral disorder, chronic mental illness, emotional disorder, epilepsy, learning disability, mental retardation, and traumatic head injury.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Development and implementation of an ongoing follow-up survey to assess/track graduate progress and quality of life.
2. Define referral guidelines and intake criteria of population served, for benefit of member district referral sources, as well as for programmatic consistency.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Assessment/Jerry Murray, District 287, Career Assessment System, 425-3800.
2. Placement/Rich Thiesen and Mark Bollinger, District 287, Work Experience, 533-1636.
3. Follow-up/Obie Kipper, State Vocational Rehabilitation Agency, 341-7150.
4. Counseling/Loren Hoopman, West Hennipen Community Center, 933-9339.
5. Training (secondary vocational education)/Bob Papas, District 287, Hennipen Technical Institute, 559-3535.

PROJECT PRODUCTS:

Product Type/Title

Brochure - VECTOR: A New Direction: Product available upon request.

Project developed instruments - Student intake form: Specimen set available upon request.

Videotape - Vocational Programs in District 287: Product available @ $50.00 from Program Coordinator.

Final report - VECTOR: Product available upon request.

Journal article - VECTOR: A New Direction - Is It the Right Direction?: Product available upon request.

PROJECT TITLE:
Youth Employment Project: Facilitating Access through an Employer/School Consortium

INSTITUTE #: 12

COMPETITION #: 84.023D

DATE FEDERAL FUNDING EXPIRED:
9/1/87

CONTACT PERSON: Alan Lerman

MAILING ADDRESS:
The Lexington Center, Inc.
30th Avenue and 75th Street
Jackson Heights, NY 11370

TELEPHONE #: 718-899-8800, ext. 316

PROGRAM PURPOSE: The purpose of this federally funded project was to explicate a conceptual model and then design, develop, implement, evaluate, revise, and replicate an exemplary program of prevocational assessment, vocational preparation, placement and follow-up directed to the needs of the severely and multiply handicapped hearing impaired young adult. The primary handicapping condition(s) of the students/clients served by this project included hearing impairment.

PROJECT TITLE:
Life and Career Skills Development Program

CONTACT PERSON: John Melder

MAILING ADDRESS:
Rochester City School District
131 W. Broad Street
Rochester, NY 14608

TELEPHONE #: 716-325-4560

INSTITUTE #: 13

COMPETITION #: 84.023D

DATE FEDERAL FUNDING EXPIRED:
7/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to address the issue of youth employment by providing career education, occupational information, job placement and on-the-job monitoring of performance for 75 handicapped youth aged 15-21 who are currently enrolled in the Center High Program. The primary handicapping condition(s) of the students/clients served by this project included learning disability, emotional disorder, and behavioral disorder.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Continue use of curriculum.
2. Pre/post test students on Brigance.
3. Placement of students with non-profit organizations and evaluate them as to work performance.
4. Continue expansion of job placement activities.
5. Conduct inservices on effective teaching methods.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Life and career skills development program curriculum and instruction, Student work experience, Pre/post testing with Brigance Diagnostic Inventory: social skills, survival skills, daily living skills, and IEP goals/Barbara Brown, Lofton Senior High, 242 W. Main Street, Rochester, NY 14614, 716-325-6934.

PROJECT PRODUCTS:

Product Type/Title

Parent & student handbook - Loften High School Special Education Behavior Management Program: Product information available from Barbara Brown, above address.

Curricula - Life and Career Skills Development Program: Product information available from Barbara Brown, above address.

PROJECT TITLE:
The Employability Support Network of Disabled Youth

CONTACT PERSON: Pat Haley

MAILING ADDRESS:
Child Development and Rehabilitation Center
P.O. Box 574
Portland, OR 97207

TELEPHONE #: 503-279-8313

INSTITUTE #: 14

COMPETITION #: 84.023D

DATE FEDERAL FUNDING EXPIRED:
7/87

PROGRAM PURPOSE: The purpose of this federally funded project was to establish a network of "employability readiness" support groups for disabled youth that (a) uses successfully employed disabled adults as role models in a support group setting, and (b) helps individuals to overcome feelings of isolation and invisibility, develop their self-respect, self-esteem, increase independent living skills, and learn their rights and how to assert them. The primary handicapping condition(s) of the students/clients served by this project included cerebral palsy, epilepsy, hearing impairment, learning disability, mental retardation, physical handicap, speech impairment, spinal cord injury, visual impairment, and multiple disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Two to four support groups serving disabled adolescents will be initiated and maintained for approximately 20-30 youth.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Intake & eligibility determination, Referral, Placement, Education, Counseling, Replication, Agency coordination and Support groups for disabled adolescents/Matt Bailey, Portland Public Schools, 501 W. Dixon Street, Portland, OR 97208, 503-279-8313.

PROJECT PRODUCTS:

Product Type/Title
Brochure: Product currently out of print
Curricula - The Empowerment Dynamic: Synergistic Activities for Support Groups: Product currently out of print
Replication manual - The Empowerment Dynamic: Planning and Implementing a Support Group Network: Product currently out of print

PROJECT TITLE:
Oregon Transition to Employment Project

INSTITUTE #: 15

COMPETITION #: 84.023D

CONTACT PERSON: Jo-Ann Sowers

DATE FEDERAL FUNDING EXPIRED:
10/31/87

MAILING ADDRESS:
Oregon Research Institute
1899 Willamette
Eugene, OR 97401

TELEPHONE #: 503-484-2123

PROGRAM PURPOSE: The purpose of this federally funded project was to develop, field test, replicate, and disseminate nationally a model for transitioning severely orthopedically impaired secondary school students to competitive employment placements. The primary handicapping condition(s) of the students/clients served by this project included cerebral palsy.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Provide inservice training and technical assistance to districts throughout Oregon.
2. Disseminate project materials.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. OTEP model/Martin Sheehan, Lane Educational Service District, 1200 Highway 99 N., Eugene, OR 97402, 503-689-6500.
2. OTEP model/Diana Roberts, Roseburg High School, Roseburg, OR 97420, 503-440-4780.
3. Inservice training and technical assistance/Penny Reed, Oregon Department of Education, POI State Program, 700 Pringle Parkeway, S.E., Salem, OR 97310, 503-440-4791.

PROJECT PRODUCTS:

Product Type/Title

Training manual - Preparation of students with severe physical and multiple disabilities for the transition from school to work: Available @ $25.00 from Jo-Ann Sowers, above address.

Videotape - Employment of persons with multiple and physical disabilities, illustrations: Available @ $30.00 from Jo-Ann Sowers, above address.

Book chapter - The training and employment of persons with physical disabilities by Jo-Ann Sowers in R. Gaylord-Ross (ed.) Vocational Education for Persons with Special Needs (1988), Mayfield Publishers, Palo Alto, CA.

Book chapter - Supported employment: Strategies for getting parent involvement, in G. Singer and L. Irvin (eds.) Supported Family Life, Baltimore: Paul Brookes Publishers (in press).

PROJECT TITLE:
Utah Community-Based Transition Project

CONTACT PERSON: Michael Hardman or
John McDonnell

MAILING ADDRESS:
University of Utah
221 MBH
Salt Lake City, UT 8412

TELEPHONE #: 801-581-8121

INSTITUTE #: 16

COMPETITION #: 84.023D

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and implement a community-based training model in integrated public school classroom of regular high schools for severely handicapped secondary aged school youth, integration of model components into teacher preservice at University of Utah, and provide ongoing inservice training and technical assistance to participating school district staff with respect to model. The primary handicapping condition(s) of the students/clients served by this project included mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Inservice training and dissemination of model components is being supported by a grant from the Utah State Office of Education, as well as a grant from OSERS

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Replication of UCBT Model in 15 districts/Michael Hardman, UCBTP, Department of Special Education, above address.

PROJECT PRODUCTS:

Product Type/Title

Replication manual - The Utah Community-Based Transition Project Employment Training Manual: Product available @ $12.50 from Julia Hightower, UCBTP, Department of Special Education, above address.

PROJECT TITLE:
Employment Training and Transition Project: A Replicable Model for High Schools Serving Students with Severe Handicaps

INSTITUTE #: 17

COMPETITION #: 84.023D

DATE FEDERAL FUNDING EXPIRED:
9/30/87

CONTACT PERSON: Carla Jackson

MAILING ADDRESS:
Office of Superintendent of Public
Instruction
Old Capitol Building, FG-11
Olympia, WA 98504

TELEPHONE #: 206-753-6733

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a classroom model for students with severe/moderate disabilities which prepares them for supported employment and community living. Model features include: selection of locally relevant job clusters for training, parent involvement in IEP processes, on-site training and systematic reporting on post-school service needs of severely handicapped school leavers. The primary handicapping condition(s) of the students/clients served by this project included mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Yearly inservice events for special education teachers, administrators, support staff, parents and adult service staff.
2. Possible inclusion of ET & T as best practice model in interagency state plan for transition.
3. Joint presentation and training with Washington Supported Employment initiative and ET & T staff.
4. Develop manuals into "module" format (4 state effort).
5. Submit two proposals to OSEP to expand the inservice and supported employment components of ET & T.
6. Continue assistance to ET & T model sites.
7. Disseminate.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Model site replication and technical assistance/Carla Jackson, above address.
2. Inservice (3 yearly = 100 participants per session)/Carla Jackson, above address.
3. Dissemination/Carla Jackson, above address.
4. Agency coordination/Carla Jackson, above address.
5. Program refinement and revision/Carla Jackson, OSPI/U of Oregon, U of Utah/Indiana University, above address.

PROJECT PRODUCTS:

Product Type/Title

Brochure - Employment Training & Transition Project: Product used for recruitment only.

Newsletter - Employment Training & Transition Update: Product currently available from project.

Training modules: Product available @ $6-$10 from University of Oregon, field test of materials required.

Project developed instruments - Quick Check: Product available from OSPI.

Slide presentation - Quick Check Slide Presentation: Product available from OSPI.

Curricula - Activities Catalog: Product available from Paul H. Brookes Publishing Company.

Final report - Employment Training & Transition Project: Product available from OSPI.

Replication manual - Administrators & Teachers Manual: Product available only in conjunction with training.

Other manuals - Principals primer: Effective schools - Implications for programs for high schools with students with moderate/severe disabilities: Product available from OSPI.

PROJECT TITLE:
Project ADAPT

CONTACT PERSON: Charles Coker or
Dale Thomas

MAILING ADDRESS:
Research and Training Center
University of Wisconsin - Stout
Menomonie, WI 54751

TELEPHONE #: 715-232-1151

INSTITUTE #: 19

COMPETITION #: 84.023D

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and demonstrate a model project for the transition from school to work for mildly handicapped students. The primary handicapping condition(s) of the students/clients served by this project included learning disabled and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Dissemination of curricula.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Employment readiness assessment, job keeping and seeking skills and job search skills/West Bend School District, Superior School District, River Falls School District, Altoone School District and Menomonie Falls School District.

PROJECT PRODUCTS:

Product Type/Title

Student handbook - Employment Readiness Training: Available from Research and Training Center, above address.

Training manual - Instructors Manual: Available from Research and Training Center, above address.

Project developed instruments - Vocational Adaptivity Scale and Vocational Decision Making Interview: Available @ $19.95 from Research and Training Center, above address.

Curricula - Project Adapt Curriculum Package: Available from Research and Training Center, above address.

PROJECT TITLE:
A Nonsheltered Community-based Training Model for Students with Severe Behavior Disorders

INSTITUTE #: 18

COMPETITION #: 84.023D

CONTACT PERSON: Anne Donnellan

DATE FEDERAL FUNDING EXPIRED:
9/30/87

MAILING ADDRESS:
University of Wisconsin - Madison
1025 W. Johnson, Room 570
Madison, WI 53706

TELEPHONE #: 608-263-4272

PROGRAM PURPOSE: The purpose of this federally funded project was to design, develop, implement and evaluate a community-based vocational training program for severely behavior disordered students by emphasizing a community-based public school vocational training component, a public school teacher inservice component, and a task force component. The primary handicapping condition(s) of the students/clients served by this project included behavior disorder.

COMPETITION PROFILE: CFDA 84.023G

RESEARCH IN EDUCATION OF THE HANDICAPPED: HANDICAPPED CHILDREN'S MODEL DEMONSTRATION PROJECTS/ POSTSECONDARY PROJECTS

INITIAL COMPETITION: 3/05/84

PURPOSE OF COMPETITION

The purpose of this program was to support new model demonstration projects which would complement secondary programming and link individuals with handicapping conditions who exit the secondary schools not yet ready for competitive employment to community-based training programs and services. Issues of particular interest included development of an interface between education programs and community service providers, efforts to place and provide continued training and support to individuals for competitive employment, and the development of models to demonstrate that all individuals with handicapping conditions leaving public school programs have access to community-based training programs. The aim of the program was to use direct service to demonstrate the effectiveness of newly conceived educational models which may be replicated, either in part or in their entirety, in other communities. Projects were expected to identify populations of individuals with handicaps who need but have traditionally had problems linking with community-based training programs and services or obtaining and maintaining employment. Suggested models included improvement of the effectiveness of postsecondary vocational education programs, demonstration of unique methods of ensuring postsecondary placement, and models demonstrating the intervention of various support systems.

AUTHORITY

Authority for this program is contained in Sections 641 and 642 of Part E of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Institutions of higher education, States, State or local educational agencies, and other public or nonprofit private educational or research agencies and organizations were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,500,000 was expected to be available for support of 15 new demonstration projects under this program in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Fifteen demonstration projects were awarded under this competition.

DURATION

Project support was for a three-year period subject to an annual review of progress and availability of funds. All projects in this competition expired in 1987.

SUMMARY OF 84.023G EXPIRED PROJECT PROFILES

PROJECT PURPOSE

The 15 model demonstration grants in this competition addressed the priorities of this competition through the development of community-based programs leading primarily to employment-based outcomes. Eight projects specifically targeted competitive employment as an outcome of their model program. The majority of the projects established linkage models and expanded training for exiting secondary special education students to include employment training. Two projects targeted postsecondary education placement with eventual employment as a final outcome. The target population consisted primarily of 18-22-year-old youth with learning disabilities, mental retardation, emotional disorders, and physical handicaps as the primary handicapping condition.

FOCUS OF CONTINUATION ACTIVITIES

Nine projects reported on the focus of their continuation activities. Four of the projects are targeting dissemination activities. Agency coordination, assessment, supported employment placement, training, product development, and program evaluation were each indicated by at least two projects as a current focus.

PROJECT COMPONENTS BEING CONTINUED

Nine projects also reported on program components being continued. Of the nine reporting projects, five projects each indicated continuing the following components: agency coordination, assessment, referral, follow-up, placement, and dissemination. Four projects are continuing an education component, and three projects each are continuing the following components: intake/eligibility determination, training, program refinement/revision, and research. Three projects indicated continuation activities occurring in agencies outside the primary grantee.

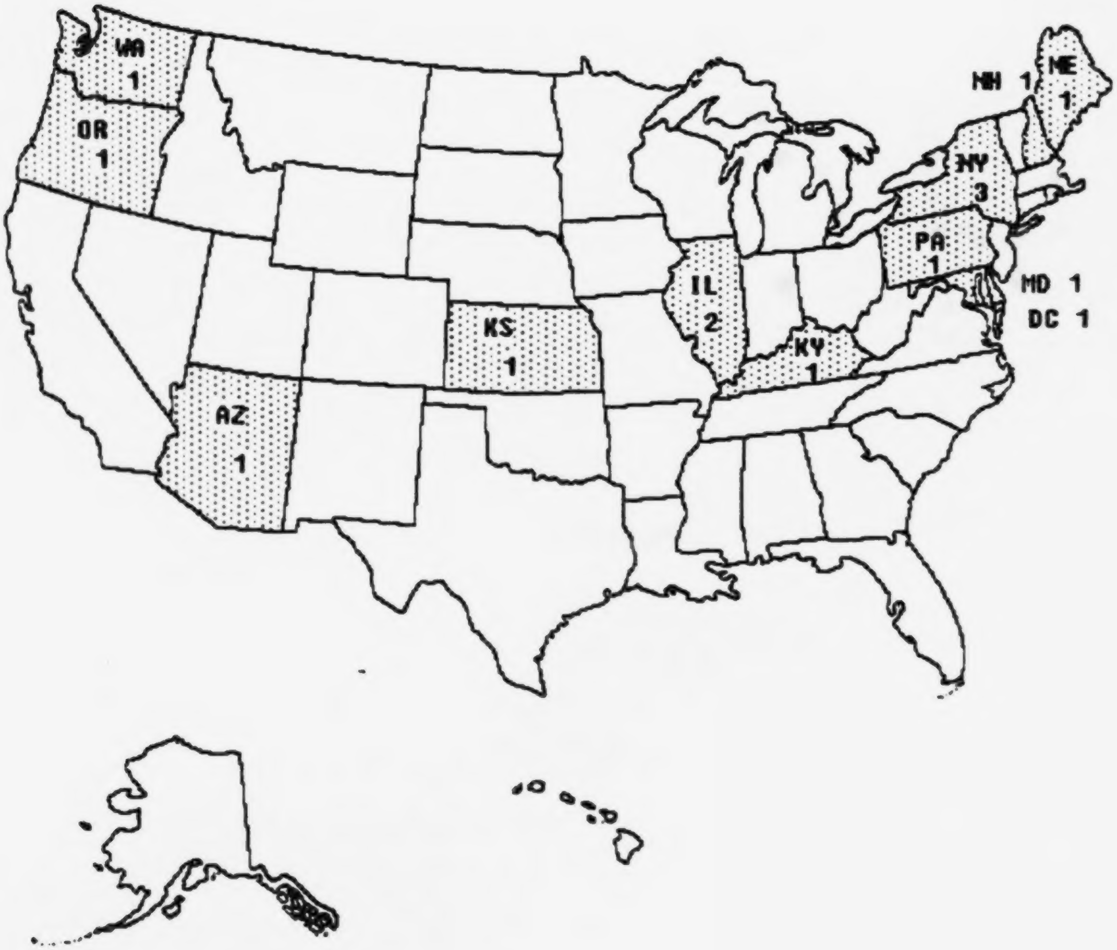
PROJECT PRODUCTS

Eight projects reported on product development. Six projects indicated the availability of a training manual, and four projects listed project developed instruments. Seven articles have been produced through four projects. Three projects developed curricula, and two projects each indicated development of parent handbooks, videotapes, and newsletters.

Location of 84.023G Projects

Geographic Distribution of Expired 84.023G Projects as of May 1989

(N = 15)



PROJECT TITLE:
Project INTERFACE

CONTACT PERSON: Justin Marino

MAILING ADDRESS:
Arizona State University
Community Services Center
Tempe, AZ 85287

TELEPHONE #: 602-965-2070

INSTITUTE #: 53

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to design, implement, and evaluate a model postsecondary demonstration project for handicapped youth ages 18-22 years. Project is designed to link handicapped youth who exit secondary schools and who are not yet ready for competitive employment to community-based training programs and services. The primary handicapping condition(s) of the students/clients served by this project included mental retardation, emotional disorder, physical handicap, learning disability, and multiple handicaps.

PROJECT TITLE:
Young Adult Model Vocational Program

CONTACT PERSON: Judith A. Cook

MAILING ADDRESS:
Thresholds
2700 North Lakeview Avenue
Chicago, IL 60614

TELEPHONE #: 312-880-2471

INSTITUTE #: 55

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
11/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to provide innovative, community-based services that result in work readiness for mentally ill young adults who have recently exited or are about to exit from secondary school. The primary handicapping condition(s) of the students/clients served by this project included chronic mental illness.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Ongoing provision of community-based services resulting in work readiness for mentally ill young adults, including: prevocational course, community experience course, visiting chef program, assessment, TEP, research, and dissemination.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Research, Dissemination, Visiting chef program, Assessment, TEP services, Prevocational and community experience education/Judith Cook, above address.

PROJECT PRODUCTS:

Product Type/Title
Brochure - Young Adult Model Vocational Program: Contact Judith Cook for prices and availability.
Newsletter - Young Adult Model Vocational Program: Contact Judith Cook for prices and availability.
Parent handbook: Currently available.
Project developed instruments: Currently available.
Videotape - Young Adult Model Vocational Program Video: Contact Judith Cook for prices and availability.
Curricula - Prevocational Class Curriculum and Community Experience Program Curriculum: Contact Judith Cook for prices and availability.
Journal article - Transitioning into employment: Correlates of vocational achievement among severely mentally ill youth: Contact Judith Cook for prices and availability.
Journal article - The role of work in psychiatric rehabilitation: A therapeutic alternative to competitive employment: Contact Judith Cook for prices and availability.
Replication manual - Project Procedural Manual: Will be available 9/89.

PROJECT TITLE:
The Illinois Competitive Employment Project

CONTACT PERSON: Thomas C. Lagomarcino

MAILING ADDRESS:
University of Illinois
at Urbana-Champaign
College of Education
110 Education Building
1310 S. Sixth Street
Champaign, IL 61820

TELEPHONE #: 217-333-2325

INSTITUTE #: 56

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
8/20/87

PROGRAM PURPOSE: The purpose of this federally funded project was to facilitate the transition of students with moderate and severe handicaps to nonsheltered employment options through interagency cooperation. The primary handicapping condition(s) of the students/clients served by this project included autism, cerebral palsy, developmental disability, and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Continue vocational transition planning committee meetings.
2. ITP meetings for all students between 18-22 years of age.
3. Placement of students into supported employment prior to graduation.
4. Co-funding of the transition specialist position.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Referral/Kathleen Leahr, Developmental Services Center, Champaign, IL, 217-356-9176.
2. Job Placement and Follow-up/Carole Powers, Developmental Services Center, above address.
3. Agency Coordination/Transition Committee/Joan Fortschneider, Unit 4 and Unit 116 Schools and Developmental Services Center, Champaign, IL, 217-384-3351.
4. ITP Meetings/Joan Fortschneider, above address.

PROJECT PRODUCTS:
Product Type/Title
Final report: Available in subsections for dissemination.

PROJECT TITLE:
Development of a Model Program to Facilitate the Transition of Mildly Handicapped Adolescents from Secondary to Postsecondary Education

INSTITUTE #: 57

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
10/87

CONTACT PERSON: Stephen Hazel

MAILING ADDRESS:
206 Carruth-O'Leary Hall
University of Kansas
Lawrence, KS 66045

TELEPHONE #: 913-864-4780

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and operate a three-year demonstration project that integrates school and community resources to facilitate the transition of mildly handicapped students from secondary schools to postsecondary education and training programs. The primary handicapping condition(s) of the students/clients served by this project included emotional disorder and learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Monitor and supervise current mentor/protege teams.
2. Recruit protege applicants.
3. Conduct parent information meetings.
4. Screen, select and train new mentors.
5. Match new mentors and proteges.
6. Monitor, supervise new mentor/protege teams.
7. Involve new teams in community resources.
8. Maintain transition curriculum instruction in participating schools.
9. Evaluate and disseminate project data.
10. Develop products.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON·

1. Transition Agency Program Component/Ruthie Moccia, Bert Nash Mental Health Center, 336 Missouri, Lawrence, KS 66045, 913-843-9192.
2. School Program Component/Karen Lyeria, Lawrence School District #497, 2017 Louisiana, Lawrence, KS 66045, 913-842-6222.
3. Research and Dissemination/Stephen Hazel, Institute for Research in LD, University of Kansas, Lawrence, KS 66045, 913-864-4708.

PROJECT PRODUCTS:

Product Type/Title
Brochure - The Transition Project.
Newsletter - Monthly Mentor Update.
Student handbook: Product currently not available for dissemination.
Training manual: Product currently not available for dissemination.
Project developed instrument: Product currently not available for dissemination.
Curricula: Product currently not available for dissemination.

PROJECT TITLE:
Project Respect

CONTACT PERSON: Beth Maguire

MAILING ADDRESS:
Metro Industries, Inc.
1084 Whipple Court
Lexington, KY 40511

TELEPHONE #: 606-253-2658

INSTITUTE #: 58

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
8/87

PROGRAM PURPOSE: The purpose of this federally funded project was to increase the number of rural special education students who make a successful transition from school to work through a series of training procedures. The primary handicapping condition(s) of the students/clients served by this project included mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Continue to disseminate project information.
2. Provide training for vocational trainers with each school system.
3. Serve as fiscal agent, overall program monitor.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Assessment, Training, Placement, and Follow-up/Beth Maguire, Metro Industries, Inc., 1084 Whipple Court, Lexington, KY 40511, 606-253-2658.

PROJECT PRODUCTS:
Product Type/Title
Training manual - Developing Transition Programs, A Guide for Administrators and Teachers: Metro Industries, Inc., above address.

PROJECT TITLE:
Improving the Postsecondary Education
and Employability of LD Students

CONTACT PERSON: Charles Bernacchio

MAILING ADDRESS:
University of Southern Maine
Human Services Development Institute
96 Falmouth Street
Portland, ME 04103

TELEPHONE #: 207-270-4430

INSTITUTE #: 59

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to provide postsecondary transitional services to LD students from three participating Southern Maine school districts. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Over the six month extension period, the project's focus is on evaluation of project outcomes and dissemination of project products.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Followup and Dissemination/Charles Bernacchio, above address.

PROJECT PRODUCTS:

Product Type/Title

Parent handbook - Making Choices: Available @ $10.00, c/o Janet Brysh, CSR, USH, 96 Falmouth Street, Portland, ME 04103, 207-780-4411.

School & community handbook - Partners in Progress: Available @ $10.00, c/o Janet Brysh, above address.

Project developed instruments - Parent, Professional and Student Surveys: Available at no charge, c/o Charles Bernacchio, above address.

Videotape - Northeast Institute on Learning Disabilities I & II: Available c/o Charles Bernacchio, above address.

PROJECT TITLE:
Training for Effective Transition

CONTACT PERSON: Joyce Beam

MAILING ADDRESS:
Charles County Board of Education
P.O. Box D
La Plata, MD 20646

TELEPHONE #: 301-870-3814

INSTITUTE #: 60

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
6/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to implement a comprehensive employment and training transition program for handicapped students from four regular high schools and a center for students who are moderately and severely handicapped. The primary handicapping condition(s) of the students/clients served by this project included emotional disorder, learning disability and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Continuation of all previous services.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. College for Living/Becky Cockerham, Charles County Community College.
2. Intake, Referral, Job placement, Job support, Peer support group for LD adults, and Self advocacy for MR adults/Joyce Beam, above address,

PROJECT PRODUCTS:

Product Type/Title
Brochure - Project TET: Training for Effective Transition.
Brochure - Service Delivery: Questions and Answers.
Training manual - Staff Handbook.
Journal article - Factors in the development of rural transition programs: Rural Special Education Quarterly.

PROJECT TITLE:
Project TEE: Transitional Employment Support for Disabled Students

INSTITUTE #: 61

COMPETITION #: 84.023G

CONTACT PERSON: Cynthia Andrews

DATE FEDERAL FUNDING EXPIRED:
9/30/87

MAILING ADDRESS:
Transitional Employment Enterprises
1361 Elm Street
Manchester, NH 03103

TELEPHONE #: 603-624-0600

PROGRAM PURPOSE: The purpose of this federally funded project was to provide a transitional employment program based in the private sector for students aging out of special education systems in New Hampshire. The primary handicapping condition(s) of the students/clients served by this project included mental retardation and physical handicap.

PROJECT TITLE:
Project READDY

CONTACT PERSON: Dianne Berkell

MAILING ADDRESS:
Department of Special Education
C.W. Post Campus, Long Island University
Brookville, NY 11548

TELEPHONE #: 516-299-2125

INSTITUTE #: 62

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to prepare severely handicapped autistic students, through a community-based vocational training program, for competitive employment positions. The primary handicapping condition(s) of the students/clients served by this project included autism.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Institutionalization of the Program as part of the Nassau Center's ongoing curriculum.
2. Establishment and utilization of linkages with cooperating agencies to obtain job placements and supervision for aging-out students.
3. Product development.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Intake and eligibility determination, Assessment, Referral, Placement, Follow-up, Training, Education, Counseling, Program refinement and revision, Dissemination, Replication, Agency coordination and Research/Patrick Barry, Nassau Center for the Developmentally Disabled, 72 S. Woods Road, Woodbury, NY 11797, 516-921-7650.

PROJECT PRODUCTS:
Product Type/Title
Training manual - Job Training Manual: Product currently not available for dissemination.
Journal article - Career Development for Youth with Autism by D. Berkell: Journal of Career Development (1987), 13(4), 14-20.

PROJECT TITLE:
Undergraduate Training Program to Enhance Employment Opportunities for LD College Students

INSTITUTE #: 63

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
9/30/87

CONTACT PERSON: Marijanet Doonan

MAILING ADDRESS:
St. Thomas Aquinas College
Route 340
Sparkill, NY 10976

TELEPHONE #: 914-359-9500, ext. 285

PROGRAM PURPOSE: The purpose of this federally funded project was to collaborate with Rockland County Association in order to enhance employability opportunities for learning disabled college graduates through a program which was established in 1982. A career training component was planned. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

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PROJECT TITLE:
Postsecondary Nonsheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults

INSTITUTE #: 64

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
9/30/87

CONTACT PERSON: Jan Nisbet

MAILING ADDRESS:
Division of Special Education & Rehabilitation
Syracuse University
805 S. Crouse Avenue
Syracuse, NY 13210

TELEPHONE #: 315-423-4121

PROGRAM PURPOSE: The purpose of this federally funded project was to provide appropriate services and training that will prepare severely handicapped postsecondary age young adults for maximum participation in community based competitive employment sites, through instruction in criterion routines and in "best example" and/or general case training environments. The primary handicapping condition(s) of the students/clients served by this project included mental retardation, physical handicap, and communication disorder.

PROJECT TITLE:
Distributed Supported Work Project

CONTACT PERSON: Larry Rhodes

MAILING ADDRESS:
Specialized Training Program
University of Oregon
135 Education
Eugene, OR 97403

TELEPHONE #: 503-686-5311

INSTITUTE #: 65

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to improve the range and level of work benefits experienced by most postsecondary individuals with severe handicaps through placement and long-term support in competitive job sites. The primary handicapping condition(s) of the students/clients served by this project included mental retardation.

PROJECT TITLE:
Project PROGRESS

CONTACT PERSON: Donna M. Bupp

MAILING ADDRESS:
Association for Retarded Citizens
305 S. Burrowes Street
State College, PA 16801

TELEPHONE #: 814-238-1444

INSTITUTE #: 66

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
11/7/87

PROGRAM PURPOSE: The purpose of this federally funded project was to expand the continuum of services for the developmentally disabled in Centre County to include on-site competitive employment training. The primary handicapping ocndition(s) of the students/clients served by this project included learning disability, mental retardation, and physical handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. All program components listed below will be continued with the primary activity being ongoing search for resources to maintain the project for the future.
2. Current funding for project is provided by local school district and state department of education.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Intake/eligibility determination, Assessment, Referral, Placement, Follow-up, Training, Program refinement/revision, Dissemination, Replication, Agency coordination, and Manpower training/Donna M. Bupp, above address.

PROJECT PRODUCTS:

Product Type/Title

Brochure - PROGRESS: Available at no charge.

Training manual - Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society: Available @ $6.00 from Project PROGRESS.

Project developed instruments - WORK PLUSS: Available from Project PROGRESS.

Curricula - WORK PLUSS: Available @ $3.00 from Project PROGRESS.

Journal article - Financial implications of half- and full-time employment for persons with disabilities by Schloss, Wolf, and Schloss: Available @ $.50 from Project PROGRESS.

Journal article - Self-management strategies for adolescents entering the work force by Schloss: Available @ $.50 from Project PROGRESS.

Journal article - PROGRESS: A model program for promoting school-to-work transition: Available @ $.50 from Project PROGRESS.

PROJECT TITLE:
Postsecondary Training Project

CONTACT PERSON: Carla Jackson

MAILING ADDRESS:
Office of Superintendent of Public
Instruction
Old Capitol Building, FG-11
Olympia, WA 98504

TELEPHONE #: 206-753-6733

INSTITUTE #: 67

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
6/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a model for coordinating the placement and maintenance of special education graduates in post high school training programs. The primary handicapping condition(s) of the students/clients served by this project included autism, behavioral disorder, developmental disability, health impairment, hearing impairment, learning disability, physical handicap, and visual impairment.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Interagency team building - local education agencies.
2. Assessment/referrals - local education agencies.
3. Follow-up activities continuing in all three districts.
4. Focus on preparation for supported employment.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Follow-up studies/University of Washington, Network and Evaluation Team.
2. Agency coordination, Program refinement and revision, Referral and Assessment/John Pearson, local education agency.

PROJECT PRODUCTS:

Product Type/Title

Training manual - Adult Transition Model, Community Service Model: Available @ $15-$18 from Edmarck Publications.

Final report: Available from Office of Superintendent of Public Instruction, above address.

PROJECT TITLE:
Job Training and Tryout

CONTACT PERSON: Mary Ann Katski

MAILING ADDRESS:
George Washington University
Department of Education
2121 Eye Street, N.W.
Washington, DC 20052

TELEPHONE #: 301-468-0913

INSTITUTE #: 54

COMPETITION #: 84.023G

DATE FEDERAL FUNDING EXPIRED:
8/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to demonstrate and disseminate a comprehensive service delivery model of transitional services needed to enhance the employability of "out of school, out of work" handicapped youth ages 18-22 years. The primary handicapping condition(s) of the students/clients served by this project included learning disability and mental retardation.

COMPETITION PROFILE: CFDA 84.078B

POSTSECONDARY EDUCATION PROGRAMS FOR HANDICAPPED PERSONS: DEMONSTRATION PROJECTS FOR MILDLY MENTALLY RETARDED AND LEARNING DISABLED

INITIAL COMPETITION: 7/6/84

PURPOSE OF COMPETITION

The purpose of this competition was to stimulate the field of higher education to conduct projects that would enhance postsecondary possibilities for persons with mild mental retardation or persons with a learning disability especially to assure that demonstrated models for these populations are available to those concerned with their continuing educational needs. The primary focus was to provide individuals with a handicapping condition a means by which to pursue appropriate and effective educational opportunities in postsecondary, vocational, and technical institutions. Projects were expected to develop, operate, and disseminate specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for persons with mild mental retardation or a learning disability.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

State educational agencies, institutions of higher education including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies were eligible for this competition.

FUNDS AVAILABLE

Approximately $2,200,000 was expected to be available for support of an estimated 15 new grants in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Fifteen demonstration projects were funded under this competition.

DURATION

Project support was available for periods of one, two, or three years. One project expired in 1985, four projects expired in 1986, and the remaining ten projects expired in 1987.

SUMMARY OF 84.078B EXPIRED PROJECT PROFILES

PROJECT PURPOSE

The 15 projects under this competition focused on enhancing postsecondary possibilities for persons with mild mental retardation or learning disabilities. Two of the projects were involved with systems change with more than one institution. One project involved a statewide community college system and the second project focused on five college campuses. The primary purpose of four projects included service delivery at the community college level. Vocational training at the postsecondary level was the purpose for four projects. Information dissemination for purposes of enhancing access was the purpose indicated by two projects. Three projects specifically reported development of support or learning assistance programs or both as their primary purpose.

FOCUS OF CONTINUATION ACTIVITIES

Six projects reported on the focus of their continuation activities. One-third of these projects each indicated a focus on product development, expansion of program services, dissemination, assessment, and inservice training.

PROJECT COMPONENTS BEING CONTINUED

Of the six projects reporting on project components being continued, half indicated the continuation of assessment, training, and intake/eligibility determination components. Two projects each reported continuing followup, referral, placement, education, manpower training, counseling, and program refinement/revision components. Two projects indicated the continuation of project components by agencies other than the primary grantee.

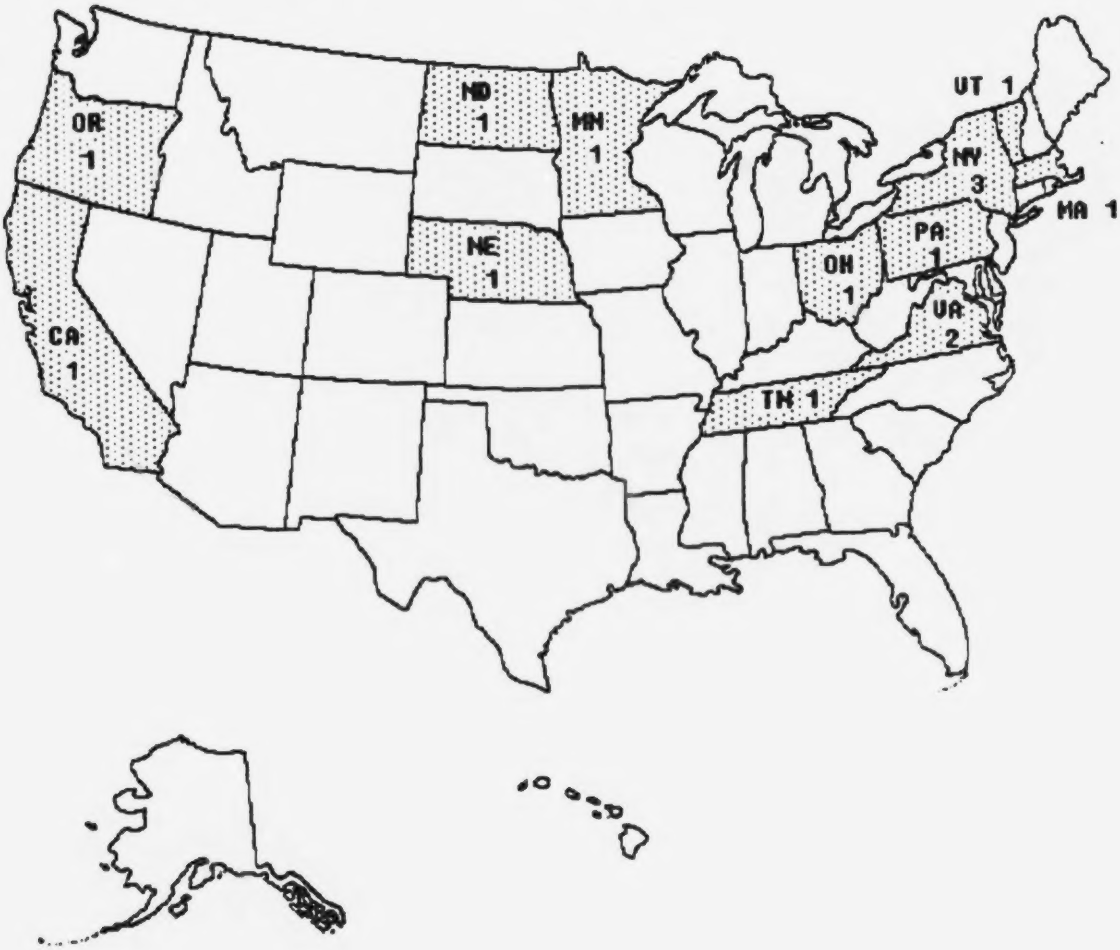
PROJECT PRODUCTS

Products were reported by six projects in this competition. Seven training manuals have been developed by four of the projects, and nine journal articles have been written by three projects. Brochures were indicated as a project by three projects, and two projects indicated instruments had been developed.

Location of 84.078B Projects

Geographic Distribution of Expired 84.078B Projects as of May 1989

(N = 15)



PROJECT TITLE:
Program Standards & Eligibility Criteria
for LD Adults in Postsecondary Education

INSTITUTE #: 86

COMPETITION #: 84.078B

CONTACT PERSON: Lynn Frady

DATE FEDERAL FUNDING EXPIRED:
9/30/87

MAILING ADDRESS:
Chancellor's Office
California Community Colleges
1107 Ninth Street, 2nd Floor
Sacramento, CA 95814

TELEPHONE #: 916-323-5957

PROGRAM PURPOSE: The purpose of this federally funded project was to standardize, delineate, and distribute a process and criteria for assessment and identification of LD adults in community colleges to be normed and validated for nonhandicapped adult population for the State of California. To develop minimum learning disabled program services to be standardized statewide. The primary handicapping condition(s) of the student/clients served by this project included learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Inservice training of LD specialists for use of LD guidelines.
2. Continued revision of training manual, intake screening booklet.
3. Judgmental analysis research on test bias.
4. Assessment and bias task force.
5. Publication of core services directory and dissemination.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Intake/eligibility determination, Assessment, Referral, Placement, Follow-up, Training, Education, Counseling, Program refinement/revision, Dissemination, Replication, Agency Coordination, Manpower training and Research/Lynn Frady, above address.

PROJECT PRODUCTS:
Product Type/Title
Training manual - California Assessment System for Adults with Learning Disabilities: Available @ $250.00 in the rough draft form from Chancellor's Office Workshops.
Core Services Directory - California Community Colleges Programs and Services for the Learning Disabled: currently available.

PROJECT TITLE:
Project Collegebound

CONTACT PERSON: Ellen Racioppi

MAILING ADDRESS:
Winchester Public Schools
154 Horn Pond Brook Road
Winchester, MA 01890

TELEPHONE #: 617-729-3091

INSTITUTE #: 87

COMPETITION #: 84.078B

DATE FEDERAL FUNDING EXPIRED:
3/6/87

PROGRAM PURPOSE: The purpose of this federally funded project was to provide secondary LD students (and those with similar learning characteristics) with skills known to be critical to good learning and academic success through a credited, JDRP approved, Learning to Learn course. To provide teachers with the training and coaching required to implement LTL skills within the content area, and to incorporate current research on learning styles/hemispheric preference in lesson plan design. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

****

PROJECT TITLE:
Enhancing the Transition of Mildly Retarded and LD Postsecondary Vocational Education

CONTACT PERSON: James M. Brown

MAILING ADDRESS:
Room 460 Vo Tech Building
University of Minnesota
St. Paul, MN 55108

TELEPHONE #: 612-624-7754

INSTITUTE #: 88

COMPETITION #: 84.078B

DATE FEDERAL FUNDING EXPIRED:
8/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and field test a model program that enhances the transition of mildly retarded and learning disabled persons from secondary special education programs and other settings, through postsecondary vocational education settings, and into gainful employment. To finalize development and implementation of materials and processes from both the Minnesota and Washington field sites. To determine the validity of instrumentation for identifying and monitoring potential dropouts with handicaps. The primary handicapping condition(s) of the students/clients served by this project included learning disability and mental retardation.

PROJECT TITLE:
Postsecondary Intervention Model for Learning Disabilities

INSTITUTE #: 89

COMPETITION #: 84.078B

CONTACT PERSON: Mary Morris and Jan Leuenberger

DATE FEDERAL FUNDING EXPIRED:
9/30/87

MAILING ADDRESS:
253 Barkley Memorial Center
University of Nebraska - Lincoln
Lincoln, NE 68583-0731

TELEPHONE #: 402-472-5469/472-5475

PROGRAM PURPOSE: The purpose of this federally funded project was to provide a program for the language learning disabled (LLD) population who are motivated to seek postsecondary education in a university setting. The project will implement a sequence of activities for LLD students, promote accepting and supportive climate, increase awareness of service availability, document the incidence of LLD students and provide adapted education alternatives. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Continuation of program components listed below.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Identification/verification of LD adults and Modified education program/Jan Leuenberger, above address.

PROJECT PRODUCTS:
Product Type/Title
Brochure - PS IM LD Brochure: Product information available from M. Morris or Jan Leuenberger, above address.
Training manual - Test preparation and test taking techniques: Product information available from M. Morris or Jan Leuenberger, above address.
Training manual - Word study: a problem-solving strategy for reading comprehension: Product information available from M. Morris or Jan Leuenberger, above address.
Training manual - Writing the research paper: Product information available from M. Morris or Jan Leuenberger, above address.
Training manual - Self-advocacy & assertiveness for the LD college student: Product information available from M. Morris or Jan Leuenberger, above address.
Journal article - Are student services professionals and faculty prepared to serve learning disabled college students?, Journal of College Student Personnel, Vol. 28, No. 1, 1/87.
Journal article - Faculty inservice: Impact on the postsecondary climate for learning disabled students, Journal of Postsecondary Education and Disability, Vol. 5, No. 2, 1987.

PROJECT TITLE:
Redirecting Vocational Training to the Community College: A Purchasable Option for Mildly Handicapped Consumers

INSTITUTE #: 90

COMPETITION #: 84.078B

CONTACT PERSON: Bert Flugman

DATE FEDERAL FUNDING EXPIRED:
9/30/87

MAILING ADDRESS:
CASE/IRDOE
CUNY Graduate School
22 W. 42nd Street, Room 620N
New York, NY 10036

TELEPHONE #: 212-221-3532

PROGRAM PURPOSE: The purpose of this federally funded project was to develop low-cost, non-degree vocational training at community colleges for handicapped youth who are school leavers and for disabled adults who need further training but are not eligible for matriculated programs because they lack a high school diploma. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Conduct project in collaboration with a nonprofit proprietary school rehabilitation agency. The latter will provide intense vocational skills training.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Basic skills training, Interpersonal skills training, Vocational skills training, Career counseling, Work study and Tutoring/Bert Flugman, above address.

PROJECT PRODUCTS:

Product Type/Title

Project developed instruments - Competency rating form, adapted self-concept scale, and forms used to monitor student performance.

Journal article - Redirecting vocational training to the community college: A purchasable option for mildly handicapped consumers, in Reflections on transition: Model programs for youth with disabilities, NY: Center for Advanced Study in Education, CUNY Graduate School, 1986.

Journal article - Non-matriculated career preparation in the community college for low-functioning learning disabled young adults. Proceedings of the 1987 Conference of the Association on Handicapped Student Service Programs in Postsecondary Education (in press).

PROJECT TITLE:
Assimilating the Learning Disabled into Community College

INSTITUTE #: 85

COMPETITION #: 84.078B

DATE FEDERAL FUNDING EXPIRED:
9/30/87

CONTACT PERSON: Craig Michaels

MAILING ADDRESS:
Human Resources Center
I.U. Willets Road
Albertson, NY 11507

TELEPHONE #: 516-747-5400

PROGRAM PURPOSE: The purpose of this federally funded project was to facilitate the transition of learning disabled students who may have had no previous plans for higher education into three community college settings. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

****

PROJECT TITLE:
Project CLASS - Career and Learning Assistance and Support Services

INSTITUTE #: 84

COMPETITION #: 84.078B

DATE FEDERAL FUNDING EXPIRED:
9/30/87

CONTACT PERSON: Irwin Rosenthal

MAILING ADDRESS:
New York University
Counselor Education Department, SEHNAP
Room 400, East Building
Washington Square
New York, NY 10003

TELEPHONE #: 212-598-7841

PROGRAM PURPOSE: The purpose of this federally funded project was to offer learning disabled students at New York University in undergraduate and graduate colleges with three different orientations--traditional liberal arts, professional preparation, and a non-traditional work/study program--varied services to facilitate academic survival/success, career development, and job preparation. Services include individualized programming, computer-assisted instruction, and group and individual career and study strategies/tutoring services. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

PROJECT TITLE:
Postsecondary Education Programs for the Handicapped

INSTITUTE #: 91

COMPETITION #: 84.078B

CONTACT PERSON: Dorothy Fisher

DATE FEDERAL FUNDING EXPIRED:
9/1/86

MAILING ADDRESS:
Housing, Industry, Training, Inc.
Habilitation Services
1007 - 18th Street, NW
Mandan, ND 58854

TELEPHONE #: 701-663-0376

PROGRAM PURPOSE: The purpose of this federally funded project was to provide vocational training in the human services field for functionally handicapped young adults, the result being employment for this relatively new labor force. Includes course development, curriculum modification, and replication of instructional materials.

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PROJECT TITLE:
Centrally Coordinated Approach to Serving LD Students on Five College Campuses

INSTITUTE #: 97

COMPETITION #: 84.078B

CONTACT PERSON: Lydia Block

DATE FEDERAL FUNDING EXPIRED:
12/1/85

MAILING ADDRESS:
The Ohio State University Research
Foundation
1314 Kinnear Road
Columbus, OH 432120-1194

TELEPHONE #: 614-422-3995

PROGRAM PURPOSE: The purpose of this federally funded project was to demonstrate a model which will show how many clusters of geographically close schools can share services effectively to better meet the needs of the learning disabled.

PROJECT TITLE:
A Model Program of Community College Special Education for Adults with Mild Mental Retardation

CONTACT PERSON: Daniel Close/
Robert Wells

MAILING ADDRESS:
Division of Special Education &
Rehabilitation
University of Oregon
Eugene, OR 97403

TELEPHONE #: 503-686-3585

INSTITUTE #: 92

COMPETITION #: 84.078B

DATE FEDERAL FUNDING EXPIRED:
8/31/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop, validate, and replicate a model instructional program within community college settings for persons with mild mental retardation. The primary handicapping condition(s) of the students/clients served by this project included behavioral disorder, cerebral palsy, developmental disability, emotional disorder, epilepsy, hearing impairment, learning disability, mental retardation, physical handicap, speech impairment, and visual impairment.

PROJECT TITLE:
Comprehensive Program for LD
University Students

INSTITUTE #: 100

COMPETITION #: 84.078B

CONTACT PERSON: Anna Gajar

DATE FEDERAL FUNDING EXPIRED:
6/86

MAILING ADDRESS:
Penn State University
Division of Special Education and Communication Disorders
207 Old Main, 2268 Moore
University Park, PA 16802

TELEPHONE #: 814-863-2284

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a comprehensive diagnostic and academic support service program for learning disabled university students for the purpose of retaining and graduating participants. To conduct awareness and information activities for LD advisors, faculty, counselors, and other staff involved with LD students. To address and/or identify unique problem areas (e.g., written expression, foreign language) indicating a need for research. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Increase the number of students being served to 30-50 per semester.
2. Presentations of systematic study skills program, which has evolved from working with LD university students.
3. Development of a video on the SSS Program.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Assessment and Training/Anna Gajar, above address.

PROJECT PRODUCTS:

Product Type/Title

Training manual - Programming for college students with learning disabilities: A program development and service delivery guide for university service providers, diagnosticians, tutors, counselors, and learning disabled students: Available @ $16.00 (AHSSPPE member); $25.00 (non-member) from AHSSPPE, P.O. Box 21192, Columbus, OH 43221.

Journal article - Foreign language learning disabilities: the identification of predictive and diagnostic variables by Anna Gajar (1987), Journal of Learning Disabilities, 20(6), 327-330.

Journal article - Identifying data based procedures for written expression disabilities at the university level by A. H. Gajar & N. Harriman, (1987), Education, 107(3), 252-258.

Journal article - Performance of learning disabled university students on the Woodcock-Johnson Psycho-Educational Battery Part II-Tests of Achievement by Anna Gajar, (in press), Diagnostique.

Journal article - A comparison of WAIS-R profiles of college LD and normal students by J. Salvia, A. Gajar, M. Gajria, and S. Salvia (in press), Journal of Learning Disabilities.

Journal article - A computer analysis of written language variables and a comparison of compositions written by learning disabled and nonlearning disabled university students by Anna Gajar (in press), Journal of Learning Disabilities.

PROJECT TITLE:
College Access Program

CONTACT PERSON: Earl Davis

MAILING ADDRESS:
University of Tennessee
520 Oak Street
Chattanooga, TN 37303

TELEPHONE #: 615-755-4368

INSTITUTE #: 93

COMPETITION #: 84.078B

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to design, implement, and disseminate information on a program for persons with a learning disability who wish to pursue postsecondary education. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

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PROJECT TITLE:
Transition II - Postsecondary

CONTACT PERSON: Michael Collins

MAILING ADDRESS:
Department of Special Education
407 Waterman Building
University of Vermont
Burlington, VT 05405

TELEPHONE #: 802-656-2936

INSTITUTE #: 95

COMPETITION #: 84.078B

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop, implement, and evaluate a training and employment program in a postsecondary setting for individuals who are mentally retarded. The primary handicapping condition(s) of the students/clients served by this project included mental retardation.

PROJECT TITLE:
Project PERT

CONTACT PERSON: Joseph M. Ashley

MAILING ADDRESS:
Woodrow Wilson Rehabilitation Center
Box 250
Fishersville, VA 22939

TELEPHONE #: 703-332-7123

INSTITUTE #: 96

COMPETITION #: 84.078B

DATE FEDERAL FUNDING EXPIRED:
9/30/86

PROGRAM PURPOSE: The purpose of this federally funded project was to demonstrate an innovative approach which will enhance the postsecondary options and opportunities of mildly retarded and LD youth in the Commonwealth of Virginia. The primary handicapping condition(s) of the students/clients served by this project included learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Increase implementation sites by 10 localities.
2. Provide inservice training for 50 professionals from Department of Education's LEA's and Division of Rehabilitative Services in PERT Transition Model.
3. Provide initial evaluations for 150 students.
4. Provide 50 supplemental evaluations.
5. Monitor 350 students in secondary and postsecondary settings.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Intake/eligibility determination, Assessment, Referral, Placement and Followup/Wendell L. Coleman, Director of Vocational Services, Woodrow Wilson Rehabilitation Center, Fishersville, VA 22939, 703-332-7232; Thomas Bass, Program Supervisor, Department of Education, 4901 Fitzhugh, Richmond, VA 23230, 804-327-0291; Department of Special Education, 23rd Floor, Monroe Building, Richmond, VA 23216-2060, 804-225-2880.

PROJECT PRODUCTS:
Product Type/Title
Brochure - Project PERT Process: Available from Project.
Newsletter - PERT Newsletter: Available from Project.
Training manual - PERT Training Manual: Available @ $20.00 from project.
Replication manual - PERT Operations Manual: Available @ $20.00 from project.

PROJECT TITLE:
CHANCE: Supportive Services for
Mentally Retarded Adults

CONTACT PERSON: Susan W. Meslang

MAILING ADDRESS:
CHANCE Program
Child Study Center
Old Dominion University
Norfolk, VA 23529-0136

TELEPHONE #: 804-440-4735

INSTITUTE #: 94

COMPETITION #: 84.078B

DATE FEDERAL FUNDING EXPIRED:
10/86

PROGRAM PURPOSE: The purpose of this federally funded project was to provide support for the mildly mentally retarded adult and his/her family in the transition from special education classes to the adult community experience. The primary handicapping condition(s) of the students/clients served by this project included mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Social skills classes for developmentally disabled adults and caregivers including care of clothing, time management, meal planning, and preparation for grocery shopping.
2. Development of training model for replicated program.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Social skills classes for developmentally disabled adults, Parenting classes for caregivers of DD adults and Curriculum development/Susan Meslang, above address.

PROJECT PRODUCTS:
Product Type/Title
Brochure - CHANCE Program Information Brochure: Available free from project.
Curricula - People to people: Available from project.
Improving your self concept: Available from project.
Assertiveness training: Available from project.
Emergency & home safety: Available from project.
Building relationships: Available from project.
Living Well: Available from project.
Work adjustment: Available from project.
Manners that matter: Available from project.
Dress for success: Available from project.
Basic consumerism: Available from project.
Home repair: Available from project.
Introduction to dancing: Available from project.
Understanding your body: Available from project.
Social & intimate relationships: Available from project.

COMPETITION PROFILE: CFDA 84.128A

SPECIAL PROJECTS AND DEMONSTRATIONS FOR PROVIDING VOCATIONAL REHABILITATION SERVICES TO SEVERELY DISABLED INDIVIDUALS

INITIAL COMPETITION: 5/8/84

PURPOSE OF COMPETITION

The major purpose of this program was to establish demonstration projects for providing comprehensive programs in rehabilitation services which hold promise of expanding or otherwise improving the vocational rehabilitation of persons with severe disabilities who have special rehabilitation needs because of the nature of their disabilities. The primary goal was to assist individuals with severe disabilities to achieve the optimal vocational adjustment of which they are capable. Three priorities were identified under this competition. Programs supported under priority three, transition from school or institution to work, were to develop effective strategies that involved use of integrated, generic community programs such as community colleges, non-profit vocational and technical schools, non-profit private schools, and other similar agencies or institutions. These programs were to provide transitional vocational services leading to full employment for individuals leaving a school or an institution.

AUTHORITY

Authority for this program is contained in Section 311(a)(1) of the Rehabilitation Act of 1973, as amended. (29 U.S.C. 777a(a)(1)).

ELIGIBLE RECIPIENTS

States and public or nonprofit agencies and organizations were eligible to apply for grants under this program.

FUNDS AVAILABLE

Approximately $2,935,000 was made available to support an estimated 25 new severely disabled projects in fiscal year 1984. The amount available for the transition priority was approximately one-fourth of the overall funding level or $733,750.

NUMBER OF GRANTS AWARDED

Five special projects and demonstration grants were funded under the transition priority.

DURATION

Project support was available for up to three years subject to an annual review of progress and availability of funds. All projects supported by this grant award expired in 1987.

SUMMARY OF 84.128A EXPIRED PROJECT PROFILES

PROJECT PURPOSE

The primary purpose of the five projects funded under this competition was the provision of training for employment demonstration models. Projects were to target individuals with severe disabilities in the development of effective transitional strategies.

PROJECT COMPONENTS BEING CONTINUED

Three projects reported on continuation activities. Follow-up was the focus of continuation activities for two projects. Training assessment and placement components were also reported as being continued by two projects. One project indicated the continuation of project components by agencies other than the primary grantee.

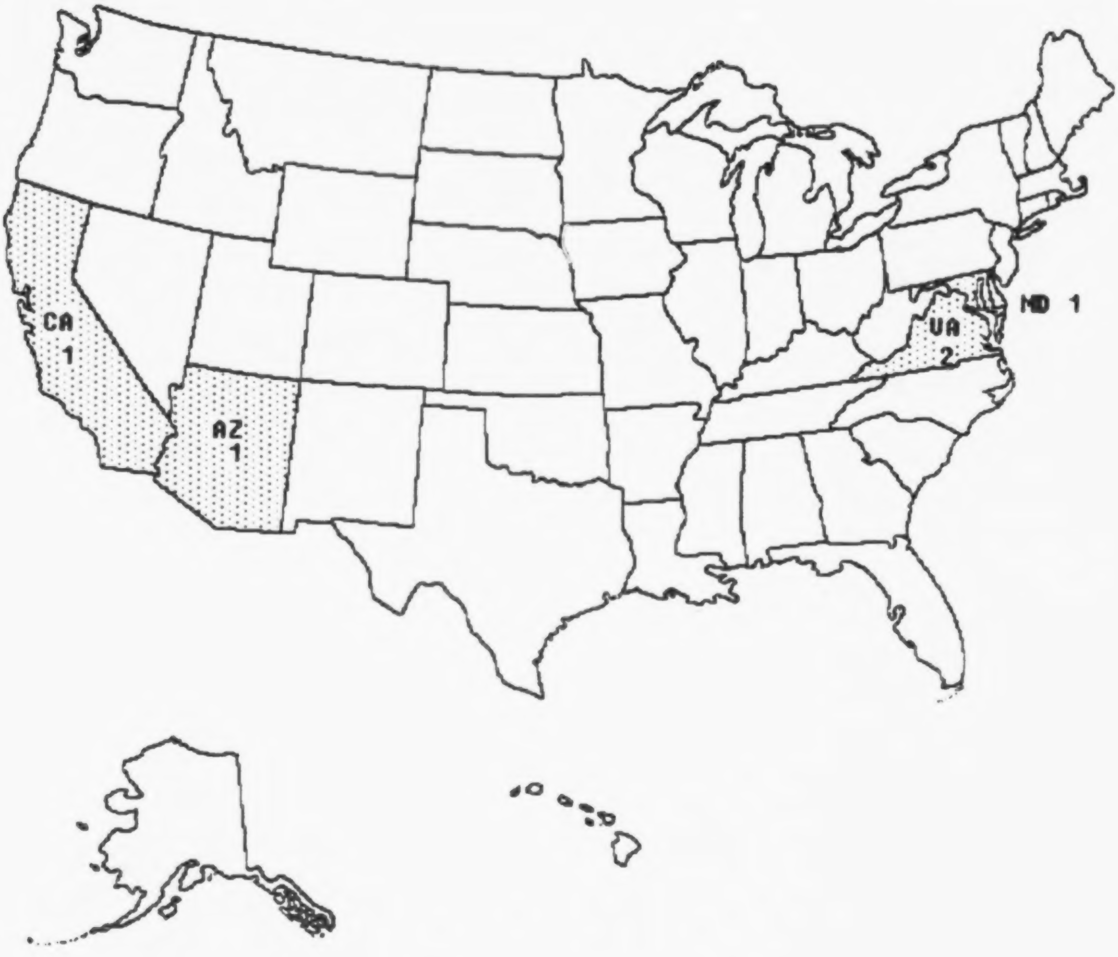
PROJECT PRODUCTS

One project indicated the development and availability of a brochure, operational manual and slide presentation as project products.

Location of 84.128A Projects

Geographic Distribution of Expired 84.128A Projects as of May 1989

(N = 5)



PROJECT TITLE:
Olta' Doo Naa Nishji Project

CONTACT PERSON: Sherry A. Curley or
Elmer Guy

MAILING ADDRESS:
Navajo Vocational Rehabilitation Program
P.O. Box 1420
Window Rock, AZ 86515

TELEPHONE #: 602-871-5076

INSTITUTE #: 83

COMPETITION #: 84.128A

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to ensure that handicapped Navajo youth leave school with marketable skills and with opportunities for postsecondary training and employment. The primary handicapping condition(s) of the students/clients served by this project included learning disability and substance abuse.

PROJECT TITLE:
Youth Employment: Transition from
School to Work

INSTITUTE #: 80

COMPETITION #: 84.128A

DATE FEDERAL FUNDING EXPIRED:
10/1/87

CONTACT PERSON: Patricia Patton

MAILING ADDRESS:
San Diego State University
6310 Alvarado Court
San Diego, CA 92120

TELEPHONE #: 619-229-2462

PROGRAM PURPOSE: The purpose of this federally funded project was to design a model which includes instructional, training, and employment strategies that will prepare students with moderate and severe handicaps for transition to, and employment in, a wide variety of community jobs and businesses. Primary to this purpose will be the active coordination of school and adult service agencies working with students, parents, and families to facilitate transition. The primary handicapping condition(s) of the students/clients served by this project included behavior disorder, learning disability, and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Follow-up.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Training/Judy Richesin, Educational Cultural Complex, 4343 Oceanview Blvd., San Diego, CA 92113, 619-230-2842.
2. Education/Bob Langsdale, The B.E.L.I. Clinic/Laddi Farm, 2017 Orange Avenue, Ramona, CA 92065, 619-789-8040.
3. Counseling/Patricia Veign, Partnerships with Industry, 3633 Camino Del Rio South, Suite 202, San Diego, CA 92108, 619-280-5921.
4. Agency coordination/Karin Norberg, CA Department of Rehabilitation, Vocational Resource Services, 1350 Front Street, Room 4061, San Diego, CA 92101, 610-237-7284; and Carlotte Pennell Taylor, San Diego Regional Center, 4355 Ruffin Road, Suite 306, San Diego, CA 92123, 619-576-2980.
5. Placement & working/George Kathawa, New Pride Car Wash, 816 N. 2nd Street, El Cajon, Ca, 619-444-5968.

PROJECT PRODUCTS:
Product Type/Title
Final report - Products listed in final report: Available from ERIC Clearinghouse.

PROJECT TITLE:
Goodwill Industries Special Projects
for Severely Handicapped

CONTACT PERSON: Maxine Fuller

MAILING ADDRESS:
Goodwill Industries of America
9200 Wisconsin Avenue
Bethesda, MD 20814

TELEPHONE #: 301-530-6500

INSTITUTE #: 81

COMPETITION #: 84.128A

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to bring together education, rehabilitation, business, and Goodwill Industries in a program effort (pre-employment services, job training, and job placement) to train and place 250 severely handicapped persons in competitive employment. The primary handicapping condition(s) of the students/clients served by this project included severe handicap.

PROJECT TITLE:
Valley Transitional School Project

CONTACT PERSON: George Drummond

MAILING ADDRESS:
Department of Rehabilitation Services
112 Mactanly Place
Staunton, VA 24401

TELEPHONE #: 703-332-7716

INSTITUTE #: 82

COMPETITION #: 84.128A

DATE FEDERAL FUNDING EXPIRED:
9/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to provide comprehensive rehabilitation and educational services to students with severe disabilities, which will enable them to make the transition from school to gainful employment. The primary handicapping condition(s) of the students/clients served by this project included cerebral palsy, emotional disorder, hearing impairment, learning disability, mental retardation, and physical handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Continuation of project activities.
2. Development of five-year follow-up plan.
3. Increase inservice and community awareness activities for teachers, guidance personnel and school officials.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Transitional School Program including Screening, Assessment, Training options and Placement services/Barbara Smallwood, Transition Specialist, Augusta County Schools, 703-885-0088

PROJECT PRODUCTS:

Product Type/Title

Brochure - A Sense of Pride, a guide for parents/employers: Available at no cost from project, contact George Drummond, Department of Rehabilitation Services, above address.

Operational manual - Transitional School Services: Available @ $5.00 (copying & postage), contact George Drummond, above address.

Slide presentation - A Sense of Pride: For product information contact George Drummond, above address.

PROJECT TITLE:
Blind Access Computers (BAC)

CONTACT PERSON: Philip Mertz

MAILING ADDRESS:
VA Department for the Visually
Handicapped
397 Azales Avenue
Richmond, VA 23227

TELEPHONE #: 804-371-3117

INSTITUTE #: 79

COMPETITION #: 84.128A

DATE FEDERAL FUNDING EXPIRED:
9/87

PROGRAM PURPOSE: The purpose of this federally funded project was to enable blind student/clients to make a smooth transition from the classroom to employment by providing a mechanism to allow them to participate fully in computer-related courses, and providing meaningful work experiences, job placements, and follow-up services. The primary handicapping condition(s) of the students/clients served by this project included visual impairment.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Purchase of adaptive computer equipment/Philip Mertz or David Best, above address.

PROJECT PRODUCTS:

Product Type/Title

Final report: submitted to U.S. Department of Education, Office of Special Education and Rehabilitative Services, Washington, D.C.

COMPETITION PROFILE: CFDA 84.158A

SECONDARY TRANSITION AND TRANSITION SERVICES FOR HANDICAPPED YOUTH - SERVICE DEMONSTRATION MODELS

INITIAL COMPETITION: 7/6/84

PURPOSE OF COMPETITION

The purpose of this program was to support projects that would develop and establish exemplary models for services and programs which include specific vocational training and job placement. Projects were expected to identify populations of individuals with handicapping conditions who have been isolated from the sequence of vocational education to employment capability. Using a school-community setting for developing a comprehensive model, projects were to incorporate a number of components for transition from school to competitive or supportive employment. Suggested components included curriculum development in special education and vocational education, transition from secondary schools to time-limited services to gain entry into the labor market, development of ongoing community-based services to provide necessary support, and development of school/employer linkages such as Projects With Industry.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies, or other appropriate public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,000,000 was expected to be available for support of 10 new demonstration projects in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Sixteen service demonstration models were funded under this competition.

DURATION

Project support was for a three-year period subject to an annual review of progress and the availability of funds. All projects funded under this competition expired in 1987.

SUMMARY OF 84.158A EXPIRED PROJECT PROFILES

PROJECT PURPOSE

The demonstration models funded under this competition were to focus on vocational training and job placement. The specific purposes stated by the 16 funded projects reflected this overall purpose. Six projects indicated as a specific purpose the development of either a competitive employment or supported work model. The other projects all indicated a purpose which included vocational training, job placement or work training models.

FOCUS OF CONTINUATION ACTIVITIES

Four projects reported on the focus of their continuation activities. The current focus indicated by individual projects included agency coordination, placement, follow-up, program refinement/revision, dissemination, referral, training, assessment, evaluation, transition planning, and continuation of funding.

PROJECT COMPONENTS BEING CONTINUED

Of the five projects indicating which project components were being continued, all reported continuation of a placement component. Four projects are continuing an intake component and three projects each indicated continuation of agency coordination, follow-up, and dissemination. Two projects each reported program refinement/revision, training, assessment, transition planning, and support services as components being continued. Three projects indicated continuation of project components by agencies other than the primary grantee.

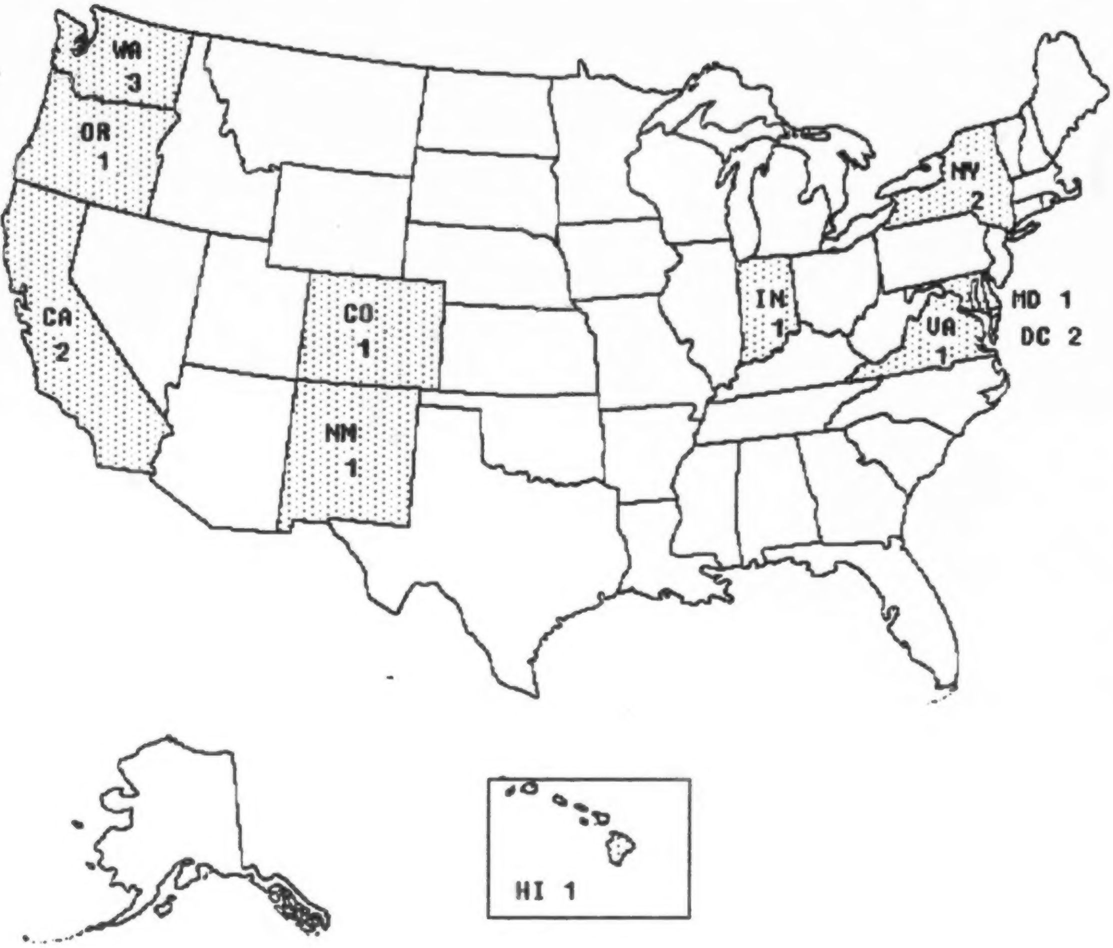
PROJECT PRODUCTS

Four projects reported on product development. Three projects indicated availability of a brochure. Four journal articles, a book, and a chapter in a book have been produced by two projects. Replication manuals and various curriculum guides have been developed through two projects.

Location of 84.158A Projects

Geographic Distribution of Expired 84.158A Projects as of May 1989

(N = 16)



PROJECT TITLE:
Secondary Education and Transitional
Services for Handicapped Youth

CONTACT PERSON: Dan Hulbert

MAILING ADDRESS:
Whittier Union High school District
Career Assessment & Placement Center
9401 S. Painter
Whittier, CA 90605

TELEPHONE #: 213-698-8121

INSTITUTE #: 21

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
12-31-87

PROGRAM PURPOSE: The purpose of this federally funded project was to provide a comprehensive network of vocational, independent living skills, community consumer and career education services for all students with exceptional needs (within the eight cooperating school districts) through expanding services of existing Career Assessment and Placement Center, evaluating effectiveness of these services, and implementing a dissemination program. The primary handicapping condition(s) of the student/clients served by this project included emotional disorder, health impairment, hearing impairment, learning disability, mental retardation, speech impairment, visual impairment, and multiple handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Continuation and refinement of all program components.
2. Dissemination of training/replication manuals.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Intake/eligibility determination, assessment, referral, placement, follow-up, training, education, counseling, program refinement and revision, dissemination, replication and agency coordination/Dan Hulbert at the above address.

PROJECT PRODUCTS:

Product Type/Title

Brochure - Available from project, contact Dan Hulbert at the above address.

Newsletter - Bottomline; Available from project, contact Dan Hulbert at the above address.

Videotape - The Best That You Can Be; Available from project, contact Dan Hulbert at the above address.

Videotape - Help Wanted; Available from project, contact Dan Hulbert at the above address.

Curricula - SN Curriculum; Available from project, contact Dan Hulbert at the above address.

Replication manual - Dissemination manual; Available from project, contact Dan Hulbert at the above address.

PROJECT TITLE:
Employment Retention Program

CONTACT PERSON: Devi Jameson

MAILING ADDRESS:
Richmond Unified School District
1108 Bissell Ave.
Richmond, CA 94804

TELEPHONE #: 415-724-4657

INSTITUTE #: 20

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
12/31/87

PROGRAM PURPOSE: The purpose of this federally funded project was to apply individual supported work model for handicapped youth in transition. The primary handicapping condition(s) of the student/clients served by this project included autism, behavioral disorder, chronic mental illness, communication disorder, developmental disability, emotional disorder, hearing impairment, learning disability, mental retardation, physical handicap, speech impairment, and visual impairment.

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PROJECT TITLE:
CCTM: Comprehensive Transition
Training Model

CONTACT PERSON: Dennis Mithaug

MAILING ADDRESS:
School of Education
University of Colorado
P.O. Box 7150
Colorado Springs, CO 80933

TELEPHONE #: 303-593-3114

INSTITUTE #: 22

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
12/31/87

PROGRAM PURPOSE: The purpose of this federally funded project was to increase movement of moderately, severely, and profoundly retarded students from school and home to independent living and work situations; through promoting independent functioning and adaptability at all levels. The primary handicapping condition(s) of the students/clients served by this project included behavioral disorder, learning disability, and mental retardation.

PROJECT TITLE:
Secondary School/Post Training
Employment Transition Service
Demonstration Model Project for
Handicapped Students

INSTITUTE #: 25

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
9/30/87

CONTACT PERSON: Robert Stodden

MAILING ADDRESS:
Department of Special Education, UA4-4
University of Hawaii
1776 University Ave.
Honolulu, HI 96822

TELEPHONE #: 808-948-7956

PROGRAM PURPOSE: The purpose of this federally funded project was to focus on the three phases of transition process: secondary program IEP management, transitional management, and availability/appropriateness of postsecondary program options. The primary handicapping condition(s) of the students/clients served by this project included emotional disorder, learning disability, mental retardation, physical handicap, and multiple handicaps.

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PROJECT TITLE:
Project COMPETE: Community-Based Model
for Public School Exit and Transition
to Employment

INSTITUTE #: 26

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
1/10/87

CONTACT PERSON: Richard Dever

MAILING ADDRESS:
Center for Innovation in Teaching
the Handicapped
2805 E. 10th St., Suite 150
Bloomington, IN 47405

TELEPHONE #: 812-335-0423

PROGRAM PURPOSE: The purpose of this federally funded project was to develop, evaluate, and replicate a transitional service model linking rehabilitation centers and public schools in preparing moderately and severely handicapped youth to obtain and maintain competitive employment. The primary handicapping condition(s) of the students/clients served by this project included mental retardation.

PROJECT TITLE:
Community Services for Autistic Children

CONTACT PERSON: Patricia Juhrs

MAILING ADDRESS:
15708 Anamosa Drive
Rockville, MD 20855

TELEPHONE #: 301-258-2950

INSTITUTE #: 27

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
6/30/87

PROGRAM PURPOSE: The purpose of this federally funded project was to refine a successful community-based, nonsheltered work-training program; evaluate the effectiveness of the model curriculum, the methods and interventions, nonsheltered placements and staff training; and disseminate information regarding the model for replication through site visits, a demonstration training film brief, handbook and presentations at conferences. The primary handicapping condition(s) of the students/clients served by this project included autism and mental retardation.

PROJECT TITLE:
A Continuum of Coordinated Transition Services for Developmentally Disabled in a Large Rural Area

CONTACT PERSON: Patricia Tompkins-McGill

MAILING ADDRESS:
Las Cumbres Learning Services, Inc.
P.O. Box 740
Los Alamos, NM 87544

INSTITUTE #: 28

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
10/30/87

TELEPHONE #: 505-672-1791

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and demonstrate innovative methods of facilitating sheltered, competitive and supported employment opportunities for developmentally disabled youth who reside in large rural socio-economically depressed regions of northern New Mexico. The primary handicapping condition(s) of the students/clients served by this project included developmentally disabled.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Placement and Follow-Along/Terry Briggance (505) 827-3522, Andy Winnegar (505) 827-3520, Division of Vocational Rehabilitation, 604 San Mateo, Santa Fe, NM 87503; Steve Dossey, Developmental Disabilities Bureau, Health and Environment Department, P.O. B ox 968, Santa Fe, NM 87504-0968, (505) 827-2573; Jim Crews, Developmental Disabilities Council, Office of Health, Policy and Planning, P.O. Box 968, Room #4094 North, 4th Floor, Harold Runnels Building, 1190 St. Francis Drive, Santa Fe, NM 87504-0968, (505) 827-2707; Ronald Garcia, Las Cumbres Learning Services, Affirmative Industry, P.O. Box 740, Los Alamos, NM 87544.
2. Supported Living and Cottage Industry/Steve Dossey, Developmental Disabilities Bureau, Health and Environment Department, P.O. Box 968, Santa Fe, NM 87504-0968, (505) 827-2573.
3. Sheltered Employment/Terry Briggance (505) 827-3522, Andy Winnegar (505) 827-3520, Division of Vocational Rehabilitation, 604 San Mateo, Santa Fe, NM 87503; Steve Dossey, Developmental Disabilities Bureau, Health and Environment Department, P.O. B ox 968, Santa Fe, NM 87504-0968, (505) 827-2573.
4. Public Awareness/Jim Crews, Developmental Disabilities Council, Office of Health, Policy and Planning, P.O. Box 968, Room #4094 North, 4th Floor, Harold Runnels Building, 1190 St. Francis Drive, Santa Fe, NM 87504-0968, (505) 827-2707.
5. Support to Families/Steve Dossey, Developmental Disabilities Bureau, Health and Environment Department, P.O. B ox 968, Santa Fe, NM 87504-0968, (505) 827-2573; Las Cumbres Learning Services, Affirmative Industry, P.O. Box 740, Los Alamos, NM 87544, (505) 672-1791.
6. Transition from School/Jim Crews, Developmental Disabilities Council, Office of Health, Policy and Planning, P.O. Box 968, Room #4094 North, 4th Floor, Harold Runnels Building, 1190 St. Francis Drive, Santa Fe, NM 87504-0968, (505) 827-2707.

PROJECT PRODUCTS:

Product Type/Title

Curricula - Death and Dying and the Grief Process: Available @ $25.00; Sexuality: Available @ $25.00; Adult Clients' Rights Handbook: Available @ $25.00; Disability Adjustment: Available @ $25.00; Task Analysis and Curriculum on Janitorial & Groundskeeping Skills: Available @ $25.00; Task Analysis & Curriculum on Pantograph Engraving Skills: Available @ $25.00; Task Analysis & Curriculum on Electronics Assembly Skills: Available @ $25.00; Employment of the Handicapped Through Community Involvement: Available @ $25.00; Las Cumbres Learning Services, Inc., P.O. Box 740, Los Alamos, NM 87544, (505) 672-1791.

Videotape - Wait 'Til You See What I Can Do: Available @ $135.00 for series of 3/4" broadcast quality or @ $50.00 individually; also available in 1/2" and 1" formats.

PROJECT TITLE:
Human Resources Center Transition of Severely Disabled Youth from School to Work: A Demonstration Model

INSTITUTE #: 29

COMPETITION #: 84.158A

CONTACT PERSON: Roberta Houseman

DATE FEDERAL FUNDING EXPIRED:
9/30/87

MAILING ADDRESS:
Human Resources Center
I.U. Willets Road
Albertson, NY 11507

TELEPHONE #: 516-747-5400

PROGRAM PURPOSE: The purpose of this federally funded project was to create a service demonstration model program which utilizes community resources for facilitating the transition of non-collegebound severely disabled students from secondary education into employment. The primary handicapping condition(s) of the students/clients served by this project include behavioral disorder, brain damage, cerebral palsy, chronic mental illness, communication disorder, developmental disability, emotional disorder, epilepsy, hearing impairment, learning disability, mental retardation, physical handicap, speech impairment, spinal cord injury, traumatic head injury, and visual impairment.

PROJECT TITLE:
Project EMPLOYMENT

INSTITUTE #: 30

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
12/5/87

CONTACT PERSON: Michael Kramer

MAILING ADDRESS:
Young Adult Institute
460 W. 34th St., 11th Floor
New York, NY 10001-2382

TELEPHONE #: 212-563-7474

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and implement a model program to facilitate competitive employment in developmentally disabled young adults who are in transition from school to adult environments. The primary handicapping condition(s) of the students/clients served by this project included developmental disability.

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PROJECT TITLE:
Electronics Industry Enclave Project

INSTITUTE #: 31

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
9/30/87

CONTACT PERSON: Larry Rhodes

MAILING ADDRESS:
Specialized Training Program
University of Oregon
130 Education
Eugene, OR 97403

TELEPHONE #: 503-686-5311

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a fully tested and nationally replicable model for employment persons with severe mental retardation and related educational handicaps in regular worksites upon graduation from school. The primary handicapping condition(s) of the students/clients served by this project included developmental disability.

PROJECT TITLE:
Competitive Employment for Young Adults
with Mental Retardation

INSTITUTE #: 32

COMPETITION #: 84.158A

CONTACT PERSON: Paul Wehman

DATE FEDERAL FUNDING EXPIRED:
9/30/87

MAILING ADDRESS:
Rehabilitation Research & Training Center
Virginia Commonwealth University
VCU P.O. Box 2011
Richmond, VA 23284-2011

TELEPHONE #: 804-367-1851

PROGRAM PURPOSE: The purpose of this federally funded project was to demonstrate competitive employment for youth with mental retardation through a supported work approach including job site training and follow-along services after placement. The primary handicapping condition(s) of the students/clients served by this project included autism and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Evaluate program outcomes.
2. Demonstrate job placement for youth with severe handicaps using a supported employment approach.
3. Participate in Individualized Transition Planning meetings.
4. Provide linkage with adult service providers.
5. Provide follow-up services.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Research and Dissemination/Paul Wehman at the above address.
2. Individualized transition planning meetings, supported work activities, job placement, referral and agency coordination/Dianna Camden, Amelia Street School, 1821 Amelia Street, Richmond, VA 23220, (804) 780-7609; Mary Ellen Hale, Bird High School, 1301 Courthouse Road, Chesterfield, VA 23832, (804) 266-7609; Connie Ford Jasper, Special Education, Howard Administration Building, 3801 W. Braddock Road, Glen Allen, VA 23060, (703) 998-2176; Cathy Crider & Jeanette Thorpe, Center for Effective Learning, 233 N. Witchduck Road, Virginia Beach, VA 23462, (804) 473-5041.
3. Intake/eligibility determination, funding, referral and individualized transition planning meetings/Mike Stone, Virginia Department of Rehabilitative Services, P.O. Box 6297, Richmond, VA 23230, (804) 257-0042; Bill Bernside, Virginia Department of Rehabilitative Services, Newington Building, 7830 Backlick Road, Suite 115, Springfield, VA 22150, (703) 569-4303; Virginia Department of Rehabilitative Services, Corporate Center II, 4456 Corporation Lane, Suite 234, Virginia Beach, VA 23462.
4. Intake, job placement, supported work services, follow-along services, funding, and individualized transition planning meetings/Kathy Sadler, Richmond Department of Mental Health, Mental Retardation & Substance Abuse, 900 E. Broad St., Richmond, VA 23219, (804) 780-8296; Louisa MacDonald (804) 266-4991; Rich Brown (804) 262-6665, Henrico County Department of Mental Health and Mental Retardation, 10299 Woodman Road, Glen Allen, VA 23060; Janet Hill (804) 748-1421; Lance Elwood (804) 271-9451, Chesterfield Department of Mental Health and Mental Retardation, P.O. Box 92, Chesterfield, VA 23932; Gwen Sither, Alexandria Department of Mental Health and Mental Retardation, 206 W. Washington St., Alexandria,

VA 22314, (804) 838-4455; Jill White, Virginia Beach Department of Mental Health and Mental Retardation, Virginia Beach Adult Services, 3432 Virginia Beach Blvd., Virginia Beach, VA 23452, (804) 486-1382.

PROJECT PRODUCTS:

Product Type/Title

Brochure - Education to Employment.

Project developed instruments - A three-way interagency agreement for transition planning and supported employment services, individual transition plan packet by W. Wood and M. Hill (1986).

Journal article - P. Wehman, J. Hill, W. Wood, & W. Parent (1987), A report on competitive employment histories of persons labeled severely mentally retarded, Journal of the Association for Persons with Severe Handicaps, 12(1), 11-17.

Book - P. Wehman, M. Moon, J. Everson, W. Wood, & J. Barcus (1988), Transition from school to work: New challenges for youth with severe disabilities, Paul H. Brookes Publishing Co.

Chapter in book - P. Wehman, W. Parent, W. Wood, K. Inge, & J. Kregel (1988), The supported work model of competitive employment: Illustrations of competence in workers with severe and profound handicaps, in P. Wehman & J. Kregel (Eds.), Supported employment and transition: Focus on outcomes, Human Science Press.

Journal article - P. Wehman, W. Parent, W. Wood, C. Michaud, C. Ford, S. Miller, J. Marchant, & R. Walker (in press), From school to competitive employment for young adults with mental retardation: Transition in practice, Career Development on Exceptional Individuals.

Manuscript - P. Wehman, W. Wood, & W. Parent (1987), Competitive employment outcomes for youth with mental retardation after three years, unpublished manuscript, Department of Rehabilitative Medicine, Medical College of Virginia, Virginia Commonwealth University, Richmond, VA.

PROJECT TITLE:
American Council on Rural Special Education

CONTACT PERSON: Doris Helge

MAILING ADDRESS:
Western Washington University
359 Miller Hall
Bellingham, WA 98225

TELEPHONE #: 206-676-3576

INSTITUTE #: 33

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
9/6/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop and identify effective models of transition from school to work settings/community for rural persons with disabilities.

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PROJECT TITLE:
Project Transition

CONTACT PERSON: Jim Heliotis

MAILING ADDRESS:
Career and Vocational Education
Wilson Pacific Annex, Room 103
1330 W. 90th
Seattle, WA 98103

TELEPHONE #: 206-281-6796

INSTITUTE #: 34

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
12/31/87

PROGRAM PURPOSE: The purpose of this federally funded project was to set up a four phase vocational training and placement sequence addressing the needs of handicapped dropouts and high risk secondary level students. The primary handicapping condition(s) of the students/clients served by this project included behavioral disorder, health impairment, learning disability, and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Continuation of program components listed below through June, 1988.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Referral and intake of high risk drop out students, prevocational and social skills training, vocational assessment and placement/Jim Heliotis at the above address.

PROJECT TITLE:
The Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped

CONTACT PERSON: Greg R. Weisenstein

MAILING ADDRESS:
University of Washington
407 Miller Hall, DQ-12
Seattle, WA 98195

TELEPHONE #: 206-545-1807

INSTITUTE #: 35

COMPETITION #: 84.158A

DATE FEDERAL FUNDING EXPIRED:
12/31/87

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a model that school districts can use to better prepare 17-21-year-old handicapped students for the world of work. Students will work in competitive jobs during the day, evenings or weekends, attend a transition resource room three times per week, and participate in an employment support group once per week. They will be placed in other in-district programs (e.g., vocational classes) as warranted by individual training needs. The primary handicapping condition(s) of the students/clients served by this project included behavioral disorder, learning disability, and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Continue program in same form as developed under model demonstration project, with the school district and state agencies assuming complete responsibility for continuation.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Intake, training, agency coordination, placement, follow-along, evaluation and program refinement/Dr. Benedetti, 18675 Ambrumm Blvd. S.W., Seattle, WA 98166, (206) 433-2125.
2. Dissemination/Greg Weisenstein at the above address.

PROJECT PRODUCTS:

Product Type/Title

Brochure - Realistic Transition: recruiting brochure from Highline School District.
Journal article/monographs - Currently being developed.
Replication manual - Best Practices Manual: Available @ $15.00--for product information contact Greg Weisenstein at the above address.
Final project report - Includes replication manual.

PROJECT TITLE:
City Lights Project

INSTITUTE #: 23

COMPETITION #: 84.158A

CONTACT PERSON: Bert L'Homme or
Paul Bucci

DATE FEDERAL FUNDING EXPIRED:
9/30/87

MAILING ADDRESS:
7 New York Ave., N.E.
Washington, DC 20002

TELEPHONE #: 202-682-0818

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a demonstration program to assist seriously emotionally and educationally handicapped students to make the transition from school to work and from dependence to independence. The primary handicapping condition(s) of the students/clients served by this project included behavioral disorder.

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PROJECT TITLE:
IAM-CARES Transition Services for
Handicapped Youth

INSTITUTE #: 24

COMPETITION #: 84.158A

CONTACT PERSON: Guy Stubblefield or
Angela Traiforos

DATE FEDERAL FUNDING EXPIRED:
10/31/87

MAILING ADDRESS:
IAM-CARES
1300 Connecticut Ave.
Washington, DC 20036

TELEPHONE #: 202-857-5173

PROGRAM PURPOSE: The purpose of this federally funded project was to plan, establish, develop, and demonstrate a vocational training and job placement program for secondary level handicapped youth that demonstrates a fully unified and coordinated approach between business, industry, labor, local education agencies, and rehabilitation systems. The primary handicapping condition(s) of the students/clients served by this project included behavioral disorder, developmental disability, emotional disorder, epilepsy, learning disability, mental retardation, physical handicap, speech impairment, and visual impairment.

COMPETITION PROFILE: CFDA 84.158B

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH -

COOPERATIVE MODELS FOR PLANNING AND DEVELOPING TRANSITIONAL SERVICES

INITIAL COMPETITION: 7/6/84

PURPOSE OF COMPETITION

The purpose of this program was to support projects designed to plan and develop cooperative models for activities among State or local education agencies and adult service agencies, which would facilitate effective planning to meet the service and employment needs of handicapped youth as they leave school. Projects were expected to identify handicapped individuals who need but have traditionally had problems linking with community-based training programs and services or obtaining and maintaining employment. Suggested model program components included: development of formal working agreements and mechanisms, demonstration of unique methods of ensuring placement in continuing education and training programs, demonstration of the intervention of various support systems, incorporating successful programs, that is, Projects With Industry, with educational agencies.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Institutions of higher education, State educational agencies, local educational agencies, or other appropriate public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,000,000 was expected to be available for support of 13 new cooperative models in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Eleven cooperative models were funded under this competition.

DURATION

Project support was for up to a two-year period subject to an annual review of progress and the availability of funds. All projects under this competition have expired.

SUMMARY OF 84.158B EXPIRED PROJECT PROFILES

PROJECT PURPOSE

Of the 11 projects funded under this competition, five projects were involved in the development of local cooperative models. One project indicated the development of a state level cooperative model, and one project reported development of a regional interagency model. The purpose of one project was the provision of technical assistance and collection and dissemination of transition status data among selected state education agencies.

PROJECT COMPONENTS BEING CONTINUED

Three projects reported on continuation activities, all of which indicated dissemination as a component being continued. Two projects each are continuing the components of transition planning, manpower training and agency coordination.

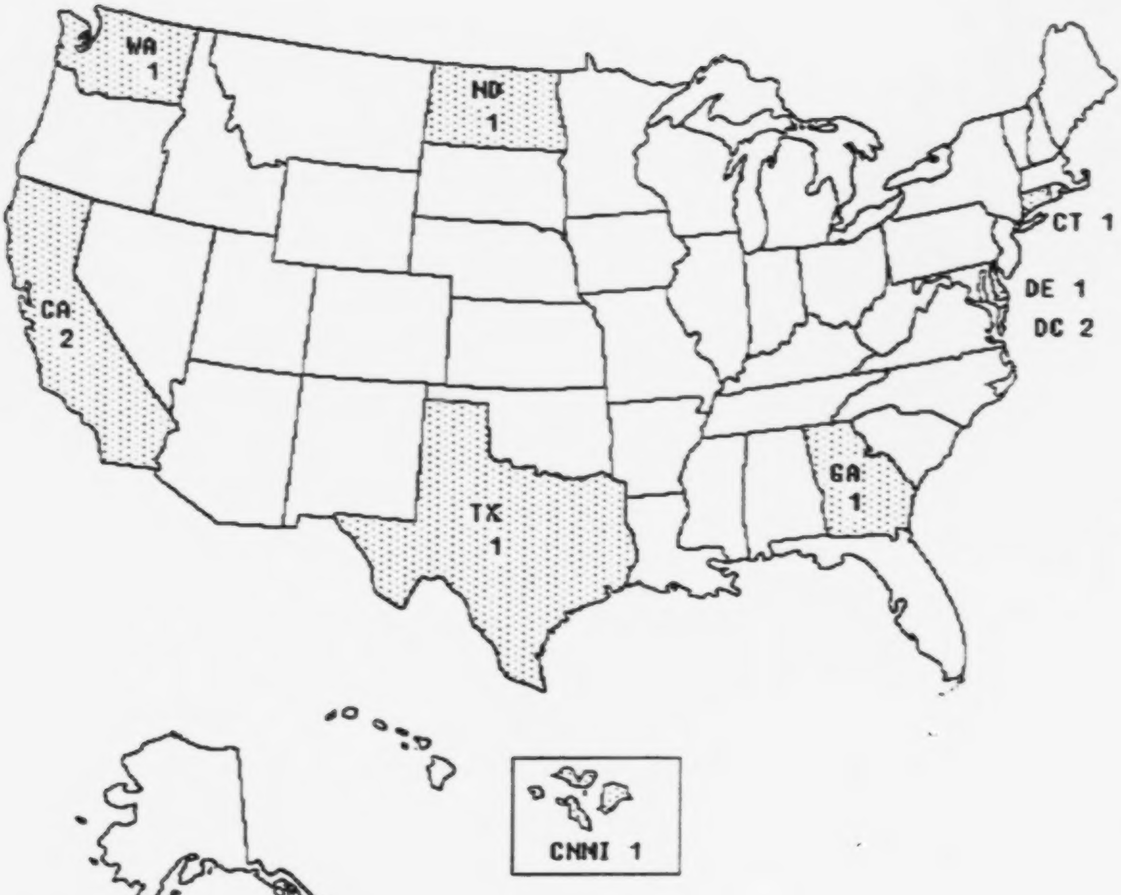
PROJECT PRODUCTS

Brochures, parent handbooks, videotapes, and instruments were each reported by two projects. One project has developed a bibliography on transition.

Location of 84.158B Projects

Geographic Distribution of Expired 84.158B Projects
as of May 1989

(N = 11)



PROJECT TITLE:
The Sonoma County Transition Project

CONTACT PERSON: Gail O'Connor

MAILING ADDRESS:
North Bay Developmental Disabilities Services
North Bay Regional Center
790 Sonoma Avenue
Santa Rosa, CA 95404

TELEPHONE #: 805-963-4331

INSTITUTE #: 68

COMPETITION #: 84.158B

DATE FEDERAL FUNDING EXPIRED:
12/30/86

PROGRAM PURPOSE: The purpose of this federally funded project was to develop model processes through information exchange, interagency coordination, community acceptance and system awareness to assist individuals with developmental disabilities in the transition from school into a fully integrated adult life in the community.

PROJECT TITLE:
A Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth

INSTITUTE #: 69

COMPETITION #: 84.158B

DATE FEDERAL FUNDING EXPIRED: 12/86

CONTACT PERSON: Joseph J. Pasanella

MAILING ADDRESS:
Santa Barbara High School District
723 East Cota Street
Santa Barbara, CA 93105

TELEPHONE #: 805-963-4331

PROGRAM PURPOSE: The purpose of this federally funded project was to build interagency partnerships which result in the collaborative design and delivery of programs and services which support the successful transition to adulthood by youths with handicaps via developing partnerships with community service provides, business and industry; providing additional support services for students; developing post-school services through functional interagency agreements.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):
1. Continuation of program components listed below.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:
1. Individual transition plans, Parent training regarding transition and job coaches/Joseph Pasanella, above address.
2. Parent training regarding transition/Joseph Pasanella or E. Medina, above address.
3. Curriculum alignment SDC (LH & SH) & RSP/Joseph Pasanella or Don Bennett, above address.
4. Interagency agreements/Joseph Pasanella or Wendy Vaughn, above address.

PROJECT PRODUCTS:
Product Type/Title
Brochure - Parent Guidelines for Transition Services: free from project.
Parent handbook - Parent Guidelines for Transition Services: free to district parents.
Training manual - Job Coach Training Manual: Joseph Pasanella, above address.
Project developed instruments: Currently not available for distribution.
Videotape: Currently not available for distribution.
Curricula: Currently not available for distribution.

PROJECT TITLE:
Innovative Program for Severely Handicapped

INSTITUTE #: 78

COMPETITION #: 84.158B

CONTACT PERSON: Josephine G. Mesta/
Felix R. Nogis

DATE FEDERAL FUNDING EXPIRED:
9/30/89

MAILING ADDRESS:
State Wide Systems Change
Special Education
Department of Education
Lower Base
Saipan, CNMI 96950

TELEPHONE #: 670-322-9956/9256

PROGRAM PURPOSE: The purpose of this federally funded project was to plan a structured secondary and post high school training and transitional service delivery model for handicapped students in the Commonwealth of the Northern Marianas Islands.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Hire three job coach positions.
2. Establish second pilot project.
3. Implement peer tutoring program.
4. Increase community-based training options.
5. Increase joint collaborative effort with other agencies (JTPA, VR, DD, Voc. Ed., and Northern Marianas College).
6. Establish an ongoing system of a joint agency generated activities.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Mainstreaming program, Community-based training and Peer tutoring program/J. Mesta or F. Nogis, above address.
2. Youth tryout employment program and On-the-job training program/J. Mesta, F. Nogis, above address, or Ben Guerrero, Administrator, JTPA Office.
3. Special education & VR training program/J. Mesta, F. Nogis, above address, or Manny Villagomez, Chief, VR Services.

PROJECT TITLE:
Planning and Developing Cooperative Transitional Services for the Handicapped in CT

CONTACT PERSON: D. Joyce O'Reilly

MAILING ADDRESS:
CT State Department of Education
Division of Rehabilitation Services
600 Asylum Avenue
Hartford, CT 06105

TELEPHONE #: 203-566-3317

INSTITUTE #: 70

COMPETITION #: 84.158B

DATE FEDERAL FUNDING EXPIRED:
12/31/86

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a regional interagency collaborative process through which students with handicapping conditions may receive suitable training, counseling, and assessment in preparation for leaving high school to enter competitive or supported employment or to access further education or training; to facilitate the student's transition from school based services to adult/community based services.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Develop and disseminate curricula, public information and resource materials regarding transition.
2. Provide training to school personnel regarding transition, particularly the development of individualized transition plans (ITP's).
3. Develop and disseminate school/community-based programs to facilitate transition, particularly for students with severe disabilities.
4. Expand vocational rehabilitation services to students with disabilities.
5. Increase coordination among the divisions of the CT State Department of Education, including hiring a departmental transition coordinator and updating the interdivisional cooperative agreement.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Agency coordination and Training/D. Joyce O'Reilly, above address.
2. Dissemination/D. Joyce O'Reilly, above address, or Nancy Krafcik, Special Education Resource Center (SERC), 25 Industrial Park Road, Middletown, CT 06457, 203-632-1485.

PROJECT PRODUCTS:

Product Type/Title

Project developed instruments - Transition from School to Work: A Resource Manual for Practitioners and Parents of Students with Disabilities: Available at no charge (quantities limited) from SERC, 25 Industrial Park Road, Middletown, CT 06457.

Journal articles - Bibliography of Journal Articles on Transition and Special Education: Available at no charge from SERC, above address.

PROJECT TITLE:
A Program to Coordinate the Services of DVR and DPI to Effectuate a Smooth Transition from School to Employment

CONTACT PERSON: Barbara Bennett/
Martha Brookes

MAILING ADDRESS:
Client Services
Division of Vocational Education
321 E. 11th St., L-1 Building
Wilmington, DE 19801

TELEPHONE #: 302-571-3916/454-2073

INSTITUTE #: 71

COMPETITION #: 84.158B

DATE FEDERAL FUNDING EXPIRED:
8/30/86

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a model for interagency coordination of services (among home, school, and community agencies) that will better prepare handicapped youth in Delaware to move from the school environment to the work environment.

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PROJECT TITLE:
Cooperative Models for Planning and Developing Transitional Services

CONTACT PERSON: Mitylene Arnold

MAILING ADDRESS:
University of Georgia
College of Education
850 College Station Road
AThens, GA 30610

TELEPHONE #: 404-542-1235

INSTITUTE #: 74

COMPETITION #: 84.158B

DATE FEDERAL FUNDING EXPIRED:
5/30/86

PROGRAM PURPOSE: The purpose of this federally funded project was to analyze components in successful transition programs to determine approximate staff development activities and resource allocation within the state which will facilitate effective transition from school to work.

PROJECT TITLE:
Special Education and Transitional
Services for Handicapped Youth

CONTACT PERSON: Gary Gronberg/
Deanne Horne

MAILING ADDRESS:
North Dakota Department of Public
Instruction
Department of Special Education
Capitol Building
Bismark, ND 58505

TELEPHONE #: 701-224-2277/852-6318

INSTITUTE #: 75

COMPETITION #: 84.158B

DATE FEDERAL FUNDING EXPIRED:
9/30/86

PROGRAM PURPOSE: The purpose of this federally funded project was to facilitate the orderly transition of handicapped students from school to independent adult life through the design, development, implementation, and dissemination of a state-level cooperative model for transitional services in North Dakota. To conduct eight regional workshops to special education, vocational education, vocational rehabilitation and developmental disabilities personnel in North Dakota and disseminate Transitional Process Handbook.

PROJECT TITLE:
Project IMPACT: Innovative Model Project for Achieving Community Transition

INSTITUTE #: 76

COMPETITION #: 84.158B

CONTACT PERSON: Bill Quinones

DATE FEDERAL FUNDING EXPIRED:
10/86

MAILING ADDRESS:
Dallas Independent School District
4528 Rusk Avenue
Dallas, TX 75204

TELEPHONE #: 214-826-0250

PROGRAM PURPOSE: The purpose of this federally funded project was to develop a school to community transition model that facilitates comprehensive planning and the identification of appropriate services for handicapped young adults who are "aging out" of eligibility for public school services.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88):

1. Coordinating school to community transition of more than 30 aging out students who will no longer be eligible for public school services.
2. Dissemination of information regarding the model. (More than 500 dissemination packets have been sent in response to requests for information.)

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON:

1. Community, school, & parent awareness; Communication effort, Transition staffing model and Followup/Kathy O'Neill, Special Education, Dallas ISD, 214-490-8701.
2. Dissemination/Bill Quinones, above address.

PROJECT PRODUCTS:

Product Type/Title

Brochure - Project IMPACT - DISD Community Transition Model: Available at no charge from Transition Services, Special Education Department, DISD.

Parent handbook - Transition Planning Guide for Parent of Special Education Students: Available at no charge from Transition Services, Special Education Department, DISD; or ERIC/EDRS Document #ED 282379.

Videotape - TRANSITION: Parent Awareness/Overview: Available free for loan from Transition Services, Special Education Department, DISD.

Program profile - Recognized as a model short-term transitional program: Available at no charge from S&DL, Regional Rehabilitation Exchange, 211 East 7th Street, Austin, TX 78701.

PROJECT TITLE:
Project RETAIL

INSTITUTE #: 77

COMPETITION #: 84.158B

DATE FEDERAL FUNDING EXPIRED:
9/30/86

CONTACT PERSON: Ted Olson

MAILING ADDRESS:
Clover Park School District No. 400
10020 Gravelly Lake Drive S.W.
Tacoma, WA 98499

TELEPHONE #: 206-756-8223

PROGRAM PURPOSE: The purpose of this federally funded project was to design and implement a model which allows 70% of the students in the project to obtain successful unsubsidized employment in the military environment or elsewhere and implement independent living plans upon completion of their program.

****

PROJECT TITLE:
International Assoc. of Machinists &
Aerospace Workers National Demonstration
Model for Transition Services for
Handicapped Youth

INSTITUTE #: 72

COMPETITION #: 84.158B

DATE FEDERAL FUNDING EXPIRED:
11/1/85

CONTACT PERSON: Charles Bradford

MAILING ADDRESS:
IAM-CARES
1300 Connecticut Avenue, NW
Washington, DC 20036

TELEPHONE #: 202-857-5173

PROGRAM PURPOSE: The purpose of this federally funded project was to promote the transition from classroom to workplace for students with disabilities by providing vocational and on-the-job training; developing work experience opportunities; placing 50 handicapped students in permanent full-time competitive employment following OJT; and providing on-site follow-up to participants and employers.

PROJECT TITLE:
National Transition Program Support System

INSTITUTE #: 73

COMPETITION #: 84.158B

DATE FEDERAL FUNDING EXPIRED:
9/30/86

CONTACT PERSON: Dick Galloway

MAILING ADDRESS:
National Association of State Directors
of Special Education
1201 - 16th St., N.W.
Suite 404E
Washington, DC 20036

TELEPHONE #: 202-296-1800

PROGRAM PURPOSE: The purpose of this federally funded project was to establish a national center for information collection and dissemination of the status of adult transition services among state agencies and to provide technical assistance to state level program planners and implementors regarding new transition programs.

APPENDIX A

PROJECT CHARACTERISTICS QUESTIONNAIRE 1988-89

The Project Characteristics Questionnaire 1988-89 (PCQ) was used as the basis for information contained in the Individual Project Profiles for current projects.

TI # ______

TRANSITION INSTITUTE AT ILLINOIS
PROJECT CHARACTERISTICS QUESTIONNAIRE

Please complete the following information for inclusion in the 1988-89 Compendium of Project Profiles.

I. PROJECT DEMOGRAPHICS

Project Title: ______________________ Competition #: ____________

Mailing Address: ______________________

____

____
City State Zip

Project Director: ____________

Project Coordinator: ____________

Contact Person: ____________

Telephone: ____________

Project Implementation Date: ____________

Project Termination Date: ____________

Special Net User ID: ____________

II. GEOGRAPHIC AREA SERVED

Type of Political Unit Served (check one only)

1. community
   - ☐ a. metropolitan area (100,000 plus) with public transportation system
   - ☐ b. metropolitan area (100,000 plus) without public transportation system
   - ☐ c. suburb of a metropolitan area
   - ☐ d. small town (5,000 - 100,000) with no city transportation system
   - ☐ e. small town (5,000 - 100,000) with city transportation
   - ☐ f. rural area
   - ☐ g. other (specify ______________________)

☐ 2. part of a county

☐ 3. county

☐ 4. region within a state (including more than one county)

☐ 5. state

☐ 6. region of nation (more than one state)

☐ 7. nationwide

☐ 8. other (specify ______________________)

III. AGENCY TYPE

Indicate the following: 1 = primary grantee, 2 = cooperating agencies involved in project

1 2 public secondary school

1 2 private secondary school

1 2 local education agency (LEA)

1 2 community or junior college

1 2 university or four year college

1 2 JTPA Service Delivery Area agent

1 2 residential education or rehabilitation facility (institution)

1 2 community workshop

1 2 community education or rehabilitation facility

1 2 profit making agency i.e. employment agency, private business

1 2 research institute

1 2 city or county government

1 2 state agency(s), e.g. VR, DD, SEA (specify)

____

1 2 private non-profit agency

1 2 Association for Retarded Citizens

1 2 Association for Learning Disabilities

1 2 hospital

1 2 other (specify) ______________________________

IV. PROJECT PURPOSE

Write a general statement of project goal and a brief description of service delivery model; if purpose statement is same as stated on 1987-88 profile write SAME.

V. CURRENT FOCUS OF PROJECT ACTIVITIES (1988-89)

a. What activities are projected for this current year of project?
Example: During FY 88-89 (1) implementation of peer tutoring program with 20 students; (2) inservice training for faculty members, (3) development of training manual for providing inservice, (4) implementation of computerized job bank.

b. Describe any activity/component that has been especially successful or unique:

c. Describe how you have dealt with barriers to student or program success.

VI. RELATED SERVICE/TRAINING COMPONENTS

Indicate number of individuals receiving direct training through project activities, e.g., inservice training, workshops, etc.

_______ Parents
_______ Agency Personnel
_______ Business/Industry personnel
_______ Peer tutors
_______ Teachers
_______ Project staff
_______ Postsecondary faculty
_______ Undergraduate/graduate students
_______ Other (specify)_______________

VII. PROJECT PARTICIPANTS

Estimated number of youth with handicapping conditions impacted by project during entire project funding period: __________

Estimated number of youth with handicapping conditions served through direct service for entire project funding period: __________

DESCRIPTION OF TARGET POPULATION

Please read over entire list of handicapping conditions before answering. Choose those categories most closely describing the population estimated to be served by your project for the ENTIRE funding period. Indicate the unduplicated number of individuals served at each level, and the age range. If more than one handicapping condition, indicate either the primary condition or multiple handicap. Do not duplicate counts.

HANDICAPPING CONDITION	# SERVED AT EACH LEVEL					AGE RANGE
	# MILD	# MODERATE	# SEVERE	# PROFOUND		
Autism						
Behavioral disorders						
Brain damage						
Cerebral Palsy						
Chronic mental illness						
Communication disorder						
Deaf/blind						
Developmental disability						
Emotional disorder						
Epilepsy						
Health impairment						
Hearing impairment						
Learning disability						
Mental retardation						
Multiple handicap						
Physical handicap						
Speech impairment						
Spinal cord injury						
Traumatic head injury						
Visual impairment						
Other (specify)						
Dropouts	#:					
Economically disadvantaged	#:					
Minority youth	#:					
Substance abuse	#:					

VIII. PROJECT EVALUATION PLAN

DATA/INFORMATION BEING COLLECTED: (1) Please indicate what type of data or information is being collected by placing a checkmark in box provided; (2) specify the type of information/data being collected by circling appropriate example(s) in parenthesis; (3) if appropriate example is not provided please write specific type of information/data being collected in space provided.

INFORMATION ON STUDENTS/CLIENTS SERVED

ARE YOU COLLECTING INFORMATION ON:

☐ 1. Number referred to project services

☐ 2. Intake/referral information; specify (i.e., method of referral, referral agent)
____

☐ 3. Number receiving direct or related services; specify (i.e., students, clients, parents, school personnel, business/industry, community agencies, etc.)
____

☐ 4. Student/client demographics; specify (i.e., age, sex, handicapping conditions)
____

☐ 5. Student/client educational background data; specify (i.e., school attendance, GPA, credits earned, courses taken, etc.)
____
____

☐ 6. Student/client work experience background data; specify (i.e., previous work experience; type of job, wages earned, reason for leaving, etc.)
____
____

☐ 7. Assessment results for student/client; specify (i.e., vocational, educational, behavioral, psychological, medical, social, etc.) ______________
____

☐ 8. Student/client progress in training program; specify (i.e., work behavior, situational assessments, competency level attained, objectives accomplished, placement in competitive employment, etc.) ______________
____

☐ 9. Student/client progress in education program; specify (i.e., objectives accomplished, grades earned, credits earned, acquisition, maintenance, and generalization of skills, etc.) ______________

☐ 10. Student/client integration into environment; specify (i.e., contact with nonhandicapped peers, access to community services, access to residential alternatives, etc.)
____
____

☐ 11. Student/client follow up status; specify (i.e., duration of employment, completion of training program, completion of educational program, longitudinal data, etc.)
____
____

☐ 12. Student/client employment status; specify (i.e., length of employment, wages earned, job classification, benefits received, level of employment, e.g., supported, competitive; etc.) ______________
____

☐ 13. Student/client outcome status; specify (i.e., post training assessment, post placement assessment, ability to obtain employment, assimilation into educational employment setting, etc.) ______________
____

☐ 14. Other student/client data information; specify ______________
____

INFORMATION ON EMPLOYERS

ARE YOU COLLECTING INFORMATION ON:

☐ 15. Employer characteristics/demographics; specify (i.e., type of business/industry, number of employees, access to training opportunities, level of supervision, etc.) ______

☐ 16. Employer collaboration level; specify (i.e., financial incentives, wage reimbursement, employee training, level of project outreach activities, etc.) ______

☐ 17. Level of direct service provided to employer; specify (i.e., training of supervisors, employer contact, presence of job coach, etc.) ______

☐ 18. Employer satisfaction with student/client, project activities, etc. ______

☐ 19. Employer outcome status; specify (i.e., post placement hires, attitude/acceptance level, integration of handicapped worker, etc.) ______

☐ 20. Other employer data/information; specify ______

INFORMATION ON POST SECONDARY EDUCATION

ARE YOU COLLECTING INFORMATION ON:

☐ 21. Post secondary education/training demographics; specify (i.e., type training, type of agency, services available, accessibility, etc.) ______

☐ 22. Post secondary education/training collaboration level; specify (i.e., financial incentives provided, level of project outreach activities, availability of support services, etc.) ______

☐ 23. Level of direct service provided by project; specify (i.e., inservice training, contact with post secondary personnel, etc.) ______

☐ 24. Post secondary education/training satisfaction with student/client participation, project activities, etc. ______

☐ 25. Post secondary education/training outcomes; specify (i.e., competency/objective attainment, grades, assimilation into college setting, employment placement, etc.) ______

☐ 26. Other post secondary data/information; specify ______

IX. EVALUATION APPROACH

Please indicate type of evaluation approach(es) used.

☐ 1. **SYSTEM ANALYSIS**
(information gathered on planning, monitoring, impact and costs of a program)
Examples of evaluation models under this approach include control group, costs effectiveness, quasi experimental, non-equivalent comparison group, pretest-posttest preexperimental, process checklist, program analysis of service systems, program evaluation and review technique (PERT), single subject design, true experimental design, time series, frequency counts.

☐ 2. **GOAL BASED**
(incorporates the use of goals and a set of objectives that determine a specific outcome)
Examples of goal based models include discrepancy evaluation model (DEM), Goal Attainment Scaling, Management by Objectives.

☐ 3. **GOAL FREE**
(approach which ascertains all program outcomes and not just the ones intended by the program personnel)
Examples of goal free models include Goal Free Evaluation, Impact Evaluation, Stakeholder Analyses.

☐ 4. **DECISION MAKING**
(approach which utilizes the criterion of utility: Which information will be most useful? This approach underscores evaluation as a practical activity.)
Examples of decision making models include CIPP (Context, Inputs, Process, Products), Concerns-Based Adoption Model (CBAM).

☐ 5. **CONNOISSEURSHIP**
(approach which employes a single expert as a judge of the quality of a program)
Examples of connoisseurship models include art criticism, file review.

☐ 6. **PROFESSIONAL REVIEW**
(approach which involves the use of members of a profession to judge the activities of their peers; can include internal and external professional review systems)
Examples of professional review include advisory board review.

☐ 7. **QUASI LEGAL**
(approach which incorporates the procedures and authority of the law)
Examples of quasi legal approach include blue ribbon panels, most types of public hearings, mock trials and judicial (adversarial) evaluation.

☐ 8. **CASE STUDY**
(a narrative account of the actors and actions associated with the day to day running of a program; emphasis is on capturing the multiple perspectives of the participants in an effort to judge program success)
Examples of case study strategy include journalistic accounts, ethnographies.

☐ 9. **OTHER**
(please specify type) ______________________________
____

X. INSTRUMENTATION

Indicate type of instruments used in project to assess specific competency areas. Specify title.

Commercially Available Instruments Used by Project	
Competency Assessed	Name of Instrument
General Ability/Intelligence (e.g. WAIS-R, WISC-R, etc.)	
Special Aptitude (e.g. Bennett Mechanical Comprehension, Crawford Small Parts Dexterity, Minnesota Spatial Relations Test)	
Vocational Skills (e.g. Vocational Assessment & Curriculum Guide, San Francisco Vocational Competency Scale)	
Language (e.g. Peabody Picture Vocabulary Test, Goldman-Fristoe-Woodcock Test of Auditory Discrimination)	
Adaptive Behavior/Survival Skills (e.g. Vineland Adaptive Behavior Scales, Street Survival Skills Questionnaire)	
Social Skills (e.g. Social & Prevocational Information Battery, Fundamental Interpersonal Relations Orientation-Behavior)	
Career Interest (e.g. Becker Reading-Free Interest Survey, Strong-Campbell Interest Inventory)	
Daily Living Skills (e.g. Coping Master Scales, Leisure Time Activities Scale)	
Dexterity/Manual Skills (e.g. Purdue Pegboard, Stromberg Dexterity Test)	
Personality (e.g. Piers Harris Self Concept, Rotter Locus of Control, 16 Personality Factor Questionnaire)	
Academic Achievement (e.g. Wide Range Achievement Test, California Achievement Test)	
Other (e.g. Functional Assessment Inventory, Lifestyle Satisfaction Scale)	

Indicate type of locally developed or project developed instruments and/or forms utilized. Specify title and/or use.

Locally/Project Developed Instruments	
Type	Name and/or Use of Instrument
Observation Forms (e.g. Daily Living Skills Observation Form, Work Behavior Observation Form	
Checklists (e.g. Independent Living Skills Checklist, Learning Disability Behavior Checklist)	
Rating Scale (e.g. Employer Satisfaction Rating Scale, Conference Evaluation Rating Scale)	
Interview (e.g. Intake Interview, Teacher Interview)	
Survey (e.g. Needs Assessment Survey, Parent Survey)	
Questionnaire (e.g. Process Evaluation Questionnaire, Intellectual Achievement Response Questionnaire)	
Other (e.g. High School Referral Form, Employer Contact Log)	

XI. EVALUATION PERSONNEL INVOLVED

Indicate personnel involved in conducting evaluation activities. Include the FTE for personnel (i.e. 1.0 FTE = full time, .50 FTE = half time, .25 FTE = quarter time).

☐ Project Director ______ FTE
☐ Project Coordinator ______ FTE
☐ Project Staff ______ FTE
☐ Advisory Board ______ FTE
☐ 3rd Party Evaluator (outside agency) ______ FTE
☐ Staff Evaluator (within agency) ______ FTE
☐ Other (specify ________________________________)

XII. EVALUATION REPORTING

Indicate type of report form and intended audience for reporting evaluation results.

FORM

☐ formal evaluation report
☐ executive summary
☐ brochure/pamphlet
☐ other
____

AUDIENCE

☐ Consumers
☐ OSERS
☐ Transition Institute
☐ Advisory Board
☐ State Agency (specify ____________________)
☐ Other Boards or Panels (specify ____________________)
☐ Other Agencies (specify) ____________________)
☐ Other (specify)____________________)

XIII. PROJECT PRODUCTS

Indicate type of products that will be available from project.

	Date Available (mo/yr)
☐ brochure	
☐ newsletter	
☐ parent handbook	
☐ student handbook	
☐ training manual	
☐ project developed instruments	
☐ slide presentation	
☐ video tape	
☐ curricula	
☐ journal articles	
☐ replication manual	
☐ other (specify)	
☐ ____________________	
☐ ____________________	

APPENDIX B

EXPIRED PROJECT CHARACTERISTICS QUESTIONNAIRE 1988-89

The Expired Project Characteristics Questionnaire 1988-89 (EPCQ) was used as the basis for information contained in the Summary of Expired Projects and the Expired Project Profiles.

TRANSITION INSTITUTE AT ILLINOIS
EXPIRED PROJECT CHARACTERISTICS QUESTIONNAIRE

Please complete the following information on your expired transition project for inclusion in the 1988-89 Compendium of Project Profiles.

I. PROJECT DEMOGRAPHICS

Project Title: ______________________________

Competition #: ______________ TI #: ______________

Contact Person: ______________________________

Telephone: ______________________________

Mailing Address: ______________________________

Special Net User ID: ______________________________

____

____
City State Zip

Date Federal Funding Expired: ______________

Expiration Date of 'No Cost Extension' (if applicable): ______________

II. PROJECT COMPONENTS BEING CONTINUED

Please list the components of your model program that are being continued. Specify the components in the spaces provided by referencing the examples provided. If the following list does not contain a reference to one of your components, please identify the component(s) in your own words. For each component being continued, indicate (1) the agency through which the component is being administered (see list of possible agencies); and (2) the contact person at the specific agency.

FREQUENTLY IDENTIFIED PROGRAM COMPONENTS: intake/eligibility determination, assessment, referral, placement, followup, training, education, counseling, program refinement/revision, dissemination, replication, agency coordination, manpower training, research.

POSSIBLE ADMINISTERING AGENCIES: public secondary school, local education agency, community/junior college, university, JTPA service delivery area agent, residential facility, private non-profit agency, profit making agency, research institute, city/county government, state agency (e.g., V.R., DD, SEA, etc.), federal agency (e.g., OSERS, DOL, ADD, etc.).

Program Components Being Continued	Administering Agency	Agency Contact Person Address and phone number
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

III. CURRENT FOCUS OF PROJECT CONTINUATION ACTIVITIES (1988-89)

(What activities are projected for this year of project? For example: During 1988-89 (1) implementation of peer tutoring program with 20 new students; (2) increase inservice training for postsecondary faculty members; (3) disseminate training manuals to job coach training programs.

IV. PROJECT PRODUCTS

Indicate project products currently available for dissemination. If product is not directly available from project, but is being distributed through a publisher or other type of clearinghouse, please indicate ordering information. If a descriptive product list is available, please attach it.

Product Type	Descriptive Title	Price	Order From
☐ brochure			
☐ newsletter			
☐ parent handbook			
☐ student handbook			
☐ training manual			
☐ project developed instruments			
☐ slide presentation			
☐ video tape			
☐ curricula			
☐ journal articles/ monographs			
☐ replication manual			
☐ other			

APPENDIX C

MASTER MAILING LIST FOR PROJECT DIRECTORS

The Master Mailing List for Project Directors provides names, addresses and phone numbers current as of June 1989 for all current and expired projects. They are listed alphabetically by project director's last name within their competitions (84.078C, 84.158N, and so on).

June 1989

Master Mailing List
for
Project Directors

Office of Special Education and Rehabilitative Services
U. S. Department of Education
Project Officer: Bill Halloran

Dr. Frank R. Rusch, Director
Secondary Transition Intervention Effectiveness Institute
1310 South Sixth Street
University of Illinois at Urbana-Champaign
Champaign, IL 61820
(217) 333-2325

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Secondary Transition Intervention Effectiveness Institute

84.023D Handicapped Children's Model Programs: Youth Employment Projects (Expired)

Dr. Diane Baumgart
Project Director
Department of Special Education
University of Idaho
Moscow, ID 83843
208-885-6172
TI #9

J. Edward Carter
Project Director
Boston College
McGuinn Hall, B-19
Chestnut Hill, MA 02167
617-552-8208
TI #10

Dr. Charles C. Coker
Project Director
Research and Training Center
University of Wisconsin/Stout
Menomonie, WI 54751
715-232-1151
TI #19

Dr. Joseph DeMarsh
Project Director
Southwest Business, Industry &
Rehabilitation Association
4410 N. Saddlebag Trail
Scottsdale, AZ 85251
602-274-2710
TI #8

Dr. Anne M. Donnellan
Project Director
University of Wisconsin/Madison
1025 W. Johnson, Room 570
Madison, WI 53706
608-263-4272
TI #18

Pat Haley
Oregon Health Services University
Child Development & Rehabilitation
Center
P. O. Box 574
Portland, OR 97207
503-225-8313
TI #14

Carla Jackson
Project Director
Office of Superintendent of
Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504
206-753-6733
TI #17

Dr. Alan Lerman
Project Director
Lexington Center, Inc.
30th Avenue and 75th Street
Jackson Heights, NY 11370
718-899-8800 Ext. 316
TI #12

Wayne A. Lindskoog
VECTOR
Hennepin Technical Centers -
South Campus
9200 Flying Cloud Drive
Eden Prairie, MN 55447
612-944-2222
TI #11

Dr. John McDonnell
Project Director
221 Milton Bennion Hall
University of Utah
Salt Lake City, UT 84112
801-581-8121
TI #16

John Melder
Rochester City School District
131 W. Broad St.
Rochester, NY 14608
716-325-4560
TI #13

Dr. Jo Ann Sowers
Project Director
Oregon Research Institute
1899 Willamette
Eugene OR 97401
503-484-2123
TI #15

84.023G Handicapped Children's Model Demonstration Program: Post-Secondary Projects

(Expired)

Cynthia Andrews
Project Director
Transitional Employment Enterprises
1361 Elm Street
Manchester, NH 03103
603-624-0600
TI #61

Joyce Beam
Project Director
Charles County Board of Education
P. O. Box D
Laplata, MD 20646
301-932-6610 Ext. 428
301-870-3814
TI #60

Dr. Dianne E. Berkell
Project Director
Long Island University
C. W. Post Center
Department of Special Education
Brookville, NY 11548
516-299-2125
TI #62

Charles Bernacchio
Project Director
University of Southern Maine
Human Services Development Institute
96 Falmouth Street
Portland, ME 04103
207-780-4430
TI #59

Donna Bupp
Project Director
Association for Retarded Citizens
305 South Burrowes Street
State College, PA 16801
814-238-1444
TI #66

Dr. Judith Cook
Project Director
Thresholds
2700 North Lakeview Avenue
Chicago, IL 60614
312-348-5522
TI #55

Dr. Marijanet Doonan
Project Director
St. Thomas Aquinas College
Rt. 340
Sparkill, NY 10976
914-359-9500 Ext. 285
TI #63

Dr. Stephen Hazel
Project Director
University of Kansas
206 Carruth-O'Leary
Lawrence, KS 66044
913-864-4780
TI #57

Mary Ann Katski
Project Director
George Washington University
Office of Sponsored Research
Department of Special Education
2121 Eye Street, N.W.
Washington, DC 20052
301-468-0913
TI #54

Tom Lagomarcino
Project Director
University of Illinois
College of Education
110 Education Building
1310 South Sixth Street
Champaign, IL 61820
217-333-2325
TI #56

Justin Marino
Project Director
Arizona State University
Community Service Center
Room 303A
Tempe, AZ 85287
602-965-2070
TI #53

Beth McGuire
Project Director
Metro Industries, Inc.
1084 Whipple Court
Lexington, KY 40511
606-253-2658
TI #58

Dr. George Tilson
George Washington University
Office of Sponsored Research
Department of Special Education
2121 Eye Street, N.W.
Washington, DC 20052
301-468-0913
TI #54

Dr. Jan Nisbet
Project Director
Division of Special Education
and Rehabilitation
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13210
315-423-4121
TI #64

Dr. Larry E. Rhodes
Project Director
Specialized Training Project
University of Oregon
135 Education
Eugene, OR 97403
503-686-5311
TI #65

Dr. Judith A. Schrag
Project Director
Special Education Section
Old Capitol Building
Olympia, WA 98504
206-586-6394
TI #67

Carla Jackson
Project Coordinator
Office of Superintendent of
Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504
206-753-6733
TI #67

Secondary Transition Intervention Effectiveness Institute

84.078B Post-Secondary Educational Programs for Handicapped Persons - Demonstrations (Expired)

Joe Ashley
Woodrow Wilson Rehabilitation Center
Box 250
Fisherville, VA 22939
703-332-7123
TI #96

John Bernthal
Project Director
315 Barkley Memorial Center
University of Nebraska
Lincoln, NE 68583-0731
402-472-5475
402-472-5469
TI #89

Jan Leuenberger
Mary Morris
Project Coordinators
Speech and Hearing Clinic
315 Barkley Memorial Center
University of Nebraska
Lincoln, NE 68583-0731
402-472-5475
TI #89

Frank J. Bianco
Project Director
Winchester Public Schools
154 Horn Pond Brook Road
Winchester, MA 01890
617-729-3091
TI #87

Lydia Block
Project Director
Ohio State University
Research Foundation
Room 339 Baker Systems Engineering
1971 Neil Avenue
Columbus, OH 43210-1210
614-292-3307
TI #97

Dr. James Brown
Project Director
University of Minnesota
1954 Buford Avenue
Room R460 Votec Building
St. Paul, MN 55108
612-624-7754
TI #88

Daniel Close
Project Director
University of Oregon
Division of Special Education
and Rehabilitation
Eugene, OR 97403
503-686-3585
TI #92

Michael Collins
Project Director
Trinity College
Mercy Hall
Burlington, VT 05401
802-656-2936
TI #95

Dr. Earl Davis
Project Director
University of Tennessee/Chattanooga
Department of Special Education &
Counseling
332 Holt Hall
615 McCallie Avenue
Chattanooga, TN 37403
615-755-4368
TI #93

Dorothy Fisher
Project Director
Housing, Industry, Training, Inc.
1007 18th Street, N.W.
Mandan, ND 58554
701-663-0376
TI #91

Dr. Bert Flugman
Project Director
CASE Institute for Research and
Development in Occupational Education
Graduate School City University of
New York, Room 620 N
33 West 42nd Street
New York, NY 10036
212-221-3532
TI #90

Lynn Frady
Chancellor's Office
California Community College
1107 Ninth Street, 2nd Floor
Sacramento, CA 95814
916-323-5957
TI #86

Dr. Anna Gajar
Project Director
Pennsylvania State University
Division of Special Education and
Comm. Disorders
226-B Moore Building
207 Old Main
University Park, PA 16802
814-863-2284
TI #100

Dr. Bernard Katz
Co-Project Director
New York University
Counselor Education Department
SEHNAP
Room 400 East Building
Washington Square
New York, NY 10003
212-598-7841
TI #84

Susan Meslang
Project Director
Old Dominion University
CHANCE Program
Child Study Center
Norfolk, VA 23529
840-440-4735
TI #94

Craig Michaels
Human Resources Center
I. U. Willets Road
Albertson, NY 11507
516-747-5400
TI #85

Dr. Irwin Rosenthal
Co-Project Director
New York University
Counselor Education Department
SEHNAP
Room 400 East Building
239 Greene Street
New York, NY 10003
212-998-5554
TI #84

Judith Schapiro
Principal Investigator
Old Dominion University
CHANCE Program
Child Study Center
Norfolk, VA 23529
840-440-4735
TI #94

84.078C Post-Secondary Educational Programs for Handicapped Persons - Demonstrations

Dr. W. Carolyn Allen
Project Director
Valencia Community College
P.O. Box 3028
Orlando, Fl 32802
407-299-5000 ext. 2253
TI #210

Robert Atkins
Project Director
Rehabilitation Institute
3011 Baltimore Avenue
Kansas City, MO 64108
816-756-2250 Ext. 263
TI #112

Dr. John Bernthal
Project Director
University of Nebraska-Lincoln
Special Education and Communication
Disorders
253K Barkley Memorial Center
Lincoln, NE 68583-0731
402-472-5469
TI #158

Julie Geis
Project Coordinator
University of Nebraska-Lincoln
Special Education and Communication
Disorders
253K Barkley Memorial Center
Lincoln, NE 68583-0731
402-472-5530
TI #158

Dr. Larry Bonner
Project Director
Richland College
12800 Abrams Road
Dallas, TX 75243-2199
214-238-6372
TI #166

Ann Straley
Project Coordinator
Richland College
12800 Abrams Road
Dallas, TX 75243-2199
214-238-6372
TI #166

Mary Ellen Brady
Project Director
Shriver Center
200 Trapelo Road
Waltham, MA 02254
617-642-0257
TI #156

Dr. William Bursuck
Co-Project Director
Department of Learning Development
and Special Education
240 Graham Hall
Northern Illinois University
DeKalb, IL 60115
815-753-8441
TI #116

Dr. Ernest Rose
Co-Project Director
Northern Illinois University
Dept. of Educational Psychology
and Special Education
240 Graham Hall
DeKalb, IL 60115
815-753-8465
TI #116

Dr. Carol Clymer
Project Director
El Paso Community College
P.O. Box 20500
El Paso, TX 79998
915-534-4159
TI #211

Jayne Merrill
Project Coordinator
El Paso Community College
Rio Grande Literacy Center
P.O. Box 20500
El Paso, TX 79998
915-534-4160
TI #211

Dr. Terence G. Collins
Project Director
University of Minnesota
General College
106 Nicholson Hall
216 Pillsbury Drive SE
Minneapolis, MN 55455
612-625-8384
TI #104

Dr. Juliana Corn
Project Director
Mathematics Department
Room S245
Queensborough Community College
Bayside, NY 11364
718-631-6350
TI #124

Merrill Parra
Project Coordinator
Mathematics Department
Room S245
Queensborough Community College
Bayside, NY 11364
718-631-6350
TI #124

Sara Cowen
Project Director
Northern Illinois University
Graham Hall 237
DeKalb, IL 60115
815-753-1117
TI #155

Jean Crockett
Project Director
Human Resources School
Searington Road
Albertson, NY 11507
516-747-5400
TI #103

Dr. Rita M. Curl
Project Director
Utah State University
Developmental Center for
Handicapped Persons
UMC 6806
Logan, UT 84322-6806
801-750-2004
TI #212

Linda Chisholm
Project Coordinator
Utah State University
Developmental Center for
Handicapped Persons
UMC 6806
Logan, UT 84322-6806
801-750-2004
TI #212

Dr. Keith L. Curry
Project Director
KH210/SUCB
1300 Elmwood Avenue
Buffalo, NY 14222
716-878-5313
IT #213

Dr. Connie Dalke
Project Director
University of Wisconsin/Whitewater
Roseman 2019
800 N. Main Street
Whitewater, WI 53190
414-472-4788
TI #169 and #105

Deborah White
Project Coordinator
University of Wisconsin/Whitewater
Roseman 2021
800 N. Main Street
Whitewater, WI 53190
414-472-4788
TI #169 and #105

Paul Edwards
Miami-Dade Community College-North
11380 N.W. 27th Avenue
Miami, FL 33167
305-347-1272
TI #114

Karen Engstrom
Project Director
Thresholds
2700 North Lakeview Avenue
Chicago, IL 60614
312-281-3800
TI #214

Dr. Judith A. Cook
Principal Investigator
Thresholds
2700 North Lakeview Avenue
Chicago, IL 60614
312-348-5522
TI #214

Dr. Bert Flugman
Project Director
CASE Institute for Research and
Development in Occupational
Education
Graduate School City University
of New York
Room 620 N, 33 West 42nd Street
New York, NY 10036
212-841-6800
TI #159

Dolores Perin
Project Coordinator
CASE Institute for Research and
Development in Occupational
Education
Graduate School City University
of New York
Room 620 N, 33 West 42nd Street
New York 10036
212-221-2985
TI #159

Patricia Gallen
Project Director
Keene State College
Elliot Hall, NW 207
Keene, NH 03431
603-352-1909 Ext. 556
TI #123

Alan Gartner
Project Director
CUNY Graduate School
Office of Sponsored Research
33 West 42 Street
New York, NY 10036
212-790-4239
TI #109

Dr. Kenneth C. Gray
Co-Project Director
Pennsylvania State University
112 Rackley Building
University Park, PA 16802
814-863-2581
TI #215

Dr. Jovita M. Ross
Co-Project Director
Pennsylvania State University
220 Rackley Building
University Park, PA 16802
814-863-3781
TI #215

Paula Grigsby
Co-Project Director
Linn-Benton Community College
6500 SW Pacific Blvd.
Albany, OR 97321
503-928-2361 ext. 299
TI #220

Dr. Bud Fredricks
Co-Project Director
Teaching Research
345 North Monmouth Avenue
Monmouth, OR 97361
503-838-1220
TI #220

Pat Hackett-Waters
Project Director
Valencia Community College
Mail Code 4-11
P.O. Box 3028
Orlando, FL 32802
407-299-5000 ext. 1366 or 1302
TI #154

Ray Lowe
Project Coordinator
Valencia Community College
Mail Code 3-8
P.O. Box 3028
Orlando, FL 32802
407-299-5000
TI #154

Dr. Rosa Hagin
Project Director
Fordham University
Lincoln Center
Graduate School of Education
113 West 60th Street
New York, NY 10023
212-841-5579
TI #160

Elizabeth Lorenzi
Project Coordinator
Fordham University
Lincoln Center
Graduate School of Education
113 West 60th Street
New York, NY 10023
212-841-5579
TI #160

Dr. Glen Hendren
Project Director
Mississippi State University
P.O. Drawer GE
Mississippi State, MS 39762
601-325-3849
TI #217

Sonja Burnham
Project Coordinator
Mississippi State University
P.O. Drawer GE
Mississippi State, MS 39762
601-325-3849
TI #217

Betty Holley
Project Director
Learning Disabilities Consortium
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235
704-342-6621
TI #164

Dr. Jack Humbert
Co-Project Director
Consumer Resources and Technology
Trimp Building
Western Michigan University
Kalamazoo, MI 49008
616-387-3720
TI #216

Patricia Kercher
Project Director
Great Falls Public Schools
Vocational-Technical Center
2100 16th Avenue South
Great Falls, MT 59405
406-791-2105
TI #157

Dr. James P. Long
Project Director
National Center for Research
in Vocational Education
1960 Kenny Road
Columbus, OH 43210
614-486-3655 ext. 476
TI #128 and #107

Kathy McKean
Project Director
Child Services Demonstration Center
123 East Broadway
Cushing, OK 74023
918-225-1882
918-225-4711
TI #118 and 218

Craig Michaels
Project Director
Human Resources Center
I.U. Willets Road
Albertson, NY 11507
516-747-5400
TI #161

Jane Rochester
Project Coordinator
Learning Disabilities Consortium
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235
704-342-6621
TI #164

Dr. William Weiner
Co-Project Director
Dept. of Blind Rehabilitation
Sangren Hall
Western Michigan University
Kalamazoo, MI 49008
616-387-3455
TI #216

Dewey Swank
Project Coordinator
Great Falls Public Schools
Vocational-Technical Center
2100 16th Avenue South
Great Falls, MT 59405
406-791-2105
TI #157

Dr. Bernard Minnis
Project Director
Jefferson County Public Schools
Division of Instruction
4409 Preston Highway
Louisville, KY 40213
502-473-3320
TI #219

Tom Birmingham
Project Coordinator
Jefferson County Public Schools
Division of Instruction
4409 Preston Highway
Louisville, KY 40213
502-473-3008
TI #219

Marshall Mitchell
Project Director
Amarillo College
Access Division
P.O. Box 447
Amarillo, TX 79178
806-371-5436
TI #167

Deana Milliron
Project Coordinator
Amarillo College
Access Division
P.O. Box 447
Amarillo, TX 79178
806-371-5436
TI #167

Martin Bradley Munn
Project Director
University of Nebraska
Handicapped Services
132 Administration Building
Lincoln, NE 68588-0473
402-472-3417
TI #111

Christy A. Horn
Project Coordinator
University of Nebraska
Handicapped Services
132 Administration Building
Lincoln, NE 68588-0473
402-472-3417
TI #111

Jacque Murray
Project Director
Vanguard School
P. O. Box 730
North Valley Road
Paoli, PA 19301
215-296-6753
TI #106

Dr. Paul Naour
Project Director
Muskingum College
Education Department
220 Montgomery Hall
New Concord, OH 43762
614-826-8246
TI #165

Donna Adornetto
Project Coordinator
Muskingum College
Education Department
220 Montgomery Hall
New Concord, OH 43762
614-826-8246
TI #165

Dr. Bob Nathanson
Long Island University
Brooklyn Campus
Special Education Department
University Plaza
Brooklyn, NY 11201
718-403-1044
TI #101

Fred Peters
Project Director
Helping Hands Rehabilitation Center
9649 West 55th Street
Countryside, IL 60525
312-352-3580
TI #113

Lynda Price
Project Director
University of Minnesota
General College
106 Nicholson Hall
216 Pillsbury Drive, SE
Minneapolis, MN 55455
612-625-7578
612-625-8384
TI #117

Chris Primus
Project Director
Division of Student Educational
  Opportunity
Box 3808
University Station
Laramie, WY 82071
307-766-6189
TI #121

Doris Rader
Project Director
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922
305-632-1111 Ext. 3606
TI #122

Dr. William R. Richards
Project Director
Community College of Denver
Developmental Studies
1111 West Colfax, Box 600
Denver, CO 80204
303-556-8455
TI #151

Dr. Betsy Cabell
Project Coordinator
Community College of Denver
Developmental Studies
1111 West Colfax, Box 600
Denver, CO 80204
303-556-8455
TI #151

Dr. Irwin Rosenthal
Project Director
New York University
Counselor Education Department
Room 400, East Building
239 Greene Street
New York, NY 10003
212-998-5572
TI #162

Carole Symer
Project Coordinator
New York University
Counselor Education Department
Room 400, East Building
239 Greene Street
New York, NY 10003
212-998-5572
TI #162

Monica Roth
Project Director
SUNY at Stony Brook
Office of the Disabled
133 Humanities Building
Stony Brook, NY 11794
516-632-6748
TI #125

Dr. William Roth
Project Director
Research Foundation of SUNY
SUNY at Albany
P.O. Box 9
Albany, NY 12201
518-442-3850
TI #163

Jay Segal
Project Director
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
215-751-8289
TI #119

Dr. Pearl Seidenberg
C.W. Post Campus
Long Island University
School of Education
Greenvale, NY 11548
516-299-2132
TI #110

Dr. Stan Shaw
Co-Project Director
The University of Connecticut
Special Education Center
U-64, 249 Glenbrook Road
Storrs, CT 06268
203-486-4032
TI #153

Stephen H. Simon
Project Director
Wright State University
Handicapped Student Services
133 Student Services Wing
Dayton, OH 45435
513-890-2251
TI #108

Loring C. Brinckerhoff
Northeast Technical Assistance
Center for LD College Programming
U-64, Special Education Center
249 Glenbrook Road
University of Connecticut
Storrs, CT 06268
203-486-4033
TI #153

Jeff Vernooy
Handicapped Student Services
Wright State University
133 Student Services Wing
Dayton, OH 45435
513-873-2141
TI #108

Dr. Ninia Smith
Project Director
Fort Hays State University
Department of Special Education
Hays, KS 67601
913-628-4213
TI #127

Karen Spencer
Project Director
Colorado State University
Department of Occupational Therapy
Project TCE
303 Occupational Therapy Building
Fort Collins, CO 80523
303-491-5930
TI #115

Arlene Stewart
Project Director
Western Carolina University
8 McKee Building
Cullowhee, NC 28723
704-227-7127
TI #120

Dr. Patricia S. Tomlan
Project Director
Community College of Aurora
791 Chambers Road
Aurora, CO 80011
303-741-1003
303-360-4726
TI #152

Gladys M. Tucker
Project Director
University of Utah
Department of Special Education
Salt Lake City, UT 84112
801-581-5020
TI #168

Sally Vernon
Project Director
Center for Disabled Student Services
Chicago City-Wide College
6th Floor, 226 West Jackson
Chicago, IL 60606
312-443-5209
TI #126

Steve Oscharoff
Center for Disabled Student Serv.
Chicago City-Wide College
6th Floor, 226 West Jackson
Chicago, IL 60606
312-641-2595
TI #126

Dr. Ruth Williams
Project Director
Special Assistant to Vice Chancellor
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
414-229-6239
TI #170

Catherine W. McCarty
Disabled Student Services
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
414-229-6239
414-229-6287
TI #170

Secondary Transition Intervention Effectiveness Institute

84.086M Transition Skills Development for Severely Handicapped Including Deaf-Blind Youth

Dr. Judith Cook
Project Director
Thresholds
2700 North Lakeview Avenue
Chicago, IL 60614
312-880-2471
TI #149

Robert Daily
Project Director
Grossmont Union High School Dist.
Special Education Career Center
230 Jamacha Road
El Cajon, CA 92019
619-442-0693
TI #140

Glen Maxion
Project Coordinator
Grossmont Union High School Dist.
Special Education Career Center
230 Jamacha Road
El Cajon, CA 92019
619-442-0693
TI #140

James S. Gittings
Project Director
Department of Special Education
and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
602-621-3248
TI #147

Dr. Robert Horner
Project Director
University of Oregon
135 Education Building
Eugene, OR 97405
503-686-5311
TI #143

Dan Hulbert
Project Director
Whittier Union High School District
Career Assessment and
Placement Center
9401 South Painter Avenue
Whittier, CA 90605
213-698-8121
TI #146

Bonnie Bolton
Project Coordinator
Whittier Union High School Dist.
Career Assessment and
Placement Center
9401 South Painter Avenue
Whittier, CA 90605
213-698-8121
TI #146

Dr. Norman Hursh
Project Director
Boston University
Sargent College
Department of Rehabilitation Counseling
University Road
Boston, MA 02215
617-353-2725
TI #141

Jerry Keener
Project Director
Monroe County School Coop.
315 North Drive
Bloomington, IN 47401
812-339-3488
TI #145

Jim Panzer
Project Coordinator
Institute for the Study of Developmental Disabilities
2853 E. 10th Street
Bloomington, IN 47405
812-335-6508
TI #145

Barbara Wilcox
Project Coordinator
Institute for the Study of Developmental Disabilities
2853 E. 10th Street
Bloomington, IN 47405
812-335-6508
TI #145

John Lambert
Project Director
Action for Boston Community Development, Inc.
178 Tremont Street, 7th Floor
Boston, MA 02111
617-357-6000 Ext. 570
TI #142

Betty Macintosh
Project Director
State Office Tower
Ohio Dept. of Mental Retardation and Developmental Disabilities
30 East Broad Street, Room 1275
Columbus, OH 43215
614-466-7203
TI #148

Thomas Hemmert
Project Coordinator
State Office Tower
Ohio Dept. of Mental Retardation and Developmental Disabilities
30 East Broad Street, Room 1275
Columbus, OH 43215
614-466-7590
TI #148

Dr. Gary Parsons
Project Director
Planning for the Transition from
School to Work and Adult Life
Lexington School
1130 West County Road B
Roseville, MN 55113
612-633-8691
TI #144

Stephanie Powers
New Hampshire DD Council
Box 315
10 Ferry Street
The Concord Center
Concord, NH 03301
603-271-3236
TI #150

Marlene Gundale
Project Coordinator
Planning for the Transition from
School to Work and Adult Life
Lexington School
1130 West County Road B
Roseville, MN 55113
612-633-8691
TI #144

84.128A Rehabilitation Services - Special Project (Expired)

Sherry A. Curley
Project Director
Navajo Vocational Rehabilitation Prog.
P. O. Box 1420
Window Rock, AZ 86515-1420
602-871-5076
TI #83

George Drummond
Project Director
Department of Rehabilitation Services
112 Mactanly Place
Staunton, VA 24401
703-332-7716
TI #82

Maxine Fuller
Project Director
Goodwill Industries of America, Inc.
9200 Wisconsin Avenue
Bethesda, MD 20814
301-530-6500
TI #81

Diane Kendrick
Bureau of Transitional Planning
1 Ashburton Place
Boston, MA 02108

Sharin Manion
Project Coordinator/Director
Community Outreach Program for the Deaf
268 West Adams
Tucson, AZ 85705
602-623-0344

Philip Mertz
Project Director
Virginia Dept. f/t Visually Handicapped
397 Azalea Avenue
Richmond, VA 23227-3697
804-371-3117
TI #79

Patricia Patton
Project Director
San Diego State University
6310 Alvarado Court
San Diego, CA 92120
619-229-2462
TI #80

Elmer Guy
Navajo Vocational Rehabilitation Program.
P. O. Box 1420
Window Rock, AZ 86515-1420
602-871-5076
TI #83

Jan Porterfield
Special Education Service Agency
2211-B Arca Drive
Anchorage, AK 99508
907-279-9675

Secondary Transition Intervention Effectiveness Institute

84.158A Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Projects (Expired)

Paul Bucci
Academy for Educational Development
1255 23rd Street, N.W., Suite 400
Washington, DC 20037
202-862-1907
TI #23

Patricia M. Catapano
Project Director
Young Adult Institute and Workshop
460 West 34th Street
New York, NY 10001-2382
212-563-7474
TI # 30

Dr. Richard Dever
Project Director
Center for Innovation in Teaching
the Handicapped (CITH)
2805 East 10th St.
Suite 150
Bloomington, IN 47405
812-335-0423
TI #26

John Emerson
Seattle School District #1
Career Vocational Education
Wilson Pacific Annex, Room 303
1330 North 90th Street
Seattle, WA 98103
206-281-6796
TI #34

Dr. Doris Helge
Project Director
Miller Hall 359
Western Washington University
Bellingham, WA 98225
206-676-3576
TI #33

Roberta Y. Housman
Human Resources Center
I. U. Willets Road
Albertson, NY 11507
516-747-5400 Ext. 1239
TI #29

Bert L'Homme
City Lights, Inc.
7 New York Avenue, NE
Washington, DC 20002
202-682-0818
TI #23

Michael Kramer
Project Coordinator
Young Adult Institute and Workshop
460 West 34th Street
New York, NY 10001-2382
212-563-7474
TI #30

Dan Hulbert
Project Director
Whittier Union High School District
Career Assessment and Placement Ctr.
9401 South Painter Avenue
Whittier, CA 90605
213-698-8121 Ext. 307
TI #21

Devi Jameson
Employment Retention Program
Richmond Unified School District
1108 Bissell Avenue
Richmond, CA 94804
415-724-4657
TI #20

Patricia Juhrs
Executive Director
Community Services for Autistic
Adults and Children, Inc.
751 Twinbrook Parkway
Rockville, MD 20851
301-762-1650
TI #27

Dr. Dennis Mithaug
University of Colorado
School of Education
P. O. Box 7150
Colorado Springs, CO 80933-7150
303-593-3114
TI #22

Dr. Larry E. Rhodes
University of Oregon
Specialized Training Program
135 Education
Eugene, OR 97403
503-686-5311
TI #31

Dr. Robert Stodden
Project Director
University of Hawaii
Department of Special Education
1776 University Ave.
Honolulu, HI 96822
808-948-7956
TI #25

Dr. Patricia Tompkins-McGill
Las Cumbres Learning Services, Inc.
P. O. Box 740
Los Alamos, NM 87544
505-672-1791
TI #28

Angela Traiforos
IAM-CARES
1300 Connecticut Ave., NW
Washington, DC 20036
202-857-5173
TI #24

Dr. Paul Wehman
College of Education
Rehabilitation Research and Trng. Ctr.
VCU Box #2011
Richmond, VA 23284-0001
804-367-1851
TI #32

Greg R. Weisenstein
University of Washington
407 Miller Hall, DQ-12
Seattle, WA 98195
206-545-1807
TI #35

Secondary Transition Intervention Effectiveness Institute

84.158B Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services

(Expired)

Dr. Mitylene Arnold
University Affiliated Program
University of Georgia
850 College Station Road
Athens, GA 30610
404-542-1235
TI #74

Barbara Bennett
Division of Vocational Education
321 East 11th Street
L-1 Building
Wilmington, DE 19801
302-571-3916 or 2850
TI #71

Charles E. Bradford
IAM-CARES
1300 Connecticut Ave. NW
Washington, DC 20036
202-857-5713
TI #72

Dr. James Galloway
Excecutive Director of National Directors
Assoc. for Special Education
2021 K North West, Suite 315
Washington, DC 20006
202-296-1800
TI #73

Gary Gronberg
North Dakota Dept. of Public Instruction
for Special Education
Capitol Building
Bismark, ND 58505
701-224-2277
TI #75

Josephine Guerrero-Mesta
Department of Education
Lower Basin
Saipan, Commonwealth of the
Northern Mariana Islands 96950
670-332-9956
TI #78

Gail O'Connor
North Bay Regional Center
1710 Soscol Avenue, Suite 1
Napa, CA 94559-1387
707-252-0213
TI #68

Ted Olson
Clover Park School District #400
10020 Gravelly Lake Dr. SW
Tacoma, WA 98499
206-756-8223
TI #77

D. Joyce O'Reilly
State Department of Education
Division of Rehabilitation Services
600 Asylum Avenue
Hartford, CT 06105
203-566-3317
TI #70

Joseph J. Pasanella
Santa Barbara High School Dist.
723 East Cota Street
Santa Barbara, CA 93105
805-963-4331
TI #69

Dr. Ruth Turner
Dallas Independent School Dist.
Administrator of Special Education
12532 Neustra
Dallas, TX 75230
214-490-8701
TI #76

William A. Quinones
Dallas Independent School District
4528 Rusk Avenue
Dallas, TX 75204
214-826-0250
TI #76

Secondary Transition Intervention Effectiveness Institute

84.158C Secondary Educational and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services

Terence W. Adams
Genesis Learning Center
477 McMurray Drive
Nashville, TN 37211
615-832-4222
TI #38

Dr. Paul Bates
Co-Project Director
Dept. of Special Education
Southern Illinois University
Carbondale, IL 62901
618-453-2311
TI #137

Roger Ricketts
Project Coordinator
Dept. of Special Education
Southern Illinois University
Carbondale, IL 62901
618-453-2311
TI #137

Susan S. Behle
Utah Dept. of Social Services
DSH
150 W. North Temple, 2 Floor
Salt Lake City, UT 84109
801-533-7146
TI #36

Betsy Bounds
Project Director
Tucson Unified School District
P. O. Box 40400
1010 E. 10th Street
Tucson, AZ 85717-0400
602-882-2421
TI #134

Cynthia G. Brown
Council of Chief State School Officers
Suite 379
400 N. Capitol Street NW
Washington, DC 20001
202-393-8159
TI #52

Dr. James Caccamo
Independence School District
14220 E. 35th Street
Independence, MO 64055
816-833-3433
816-833-4417
TI #42

Patrick McGinn
Independence School District
14220 E. 35th Street
Independence, MO 64055
816-833-3433
816-833-4417
TI #42

Dorothy Crawford
Research and Development Training Institute
P. O. Box 15112
Phoenix, AZ 85060
602-254-0822
TI #51

Lawrence Dennis
Co-Project Director
Vocational Special Education
Division of Vocational and Career Education
Ohio Department of Education
Room 901, 65 South Front Street
Columbus, OH 43266-0308
614-466-5718
TI #132

Margaretha Vreeburg Izzo
Co-Project Director
National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
614-486-3655
TI #132

J. Russell Doumas
Project Director
Advent Enterprises, Inc.
2116 Nelwood
Columbia, MO 65202
314-474-8560
TI #190

Debbie Kientzy
Project Coordinator
Advent Enterprises, Inc.
2116 Nelwood
Columbia, MO 65202
314-474-8560
IT #190

Barbara Elliott
Educational Service Unit #9
P.O. Box 2047
Hastings, NE 68901
402-463-5611
TI #37

Anthony G. Faina
Project Director
Virginia Dept. of Education
Division of Special Education
P. O. Box 6-Q
Richmond, VA 23216-2060
804-225-2880
TI #131

Ray Graesser
Project Coordinator
Virginia Dept. of Education
Division of Special Education
P. O. Box 6-Q
Richmond, VA 23216-2060
804-225-2880
TI #131

Anthony G. Faina
Project Director
Virginia Dept. of Education
Division of Special Education
P.O. Box 6-Q
Richmond, VA 23216-2060
804-225-2880
TI #183

Susan Sinkewiz
Project Coordinator
Virginia Dept. of Education
Division of Special Education
P.O. Box 6-Q
Richmond, VA 23216-2060
804-225-2889
TI #183

Duane Gagnon
Project Director
Humboldt Unified School District
Drawer A
Dewey, AZ 86327
602-772-9200 Ext. 45
TI #138

Lucinda Gerson
Project Director
Easter Seal Society of CT
Hemlocks Outdoor Education Center
P.O. Box 100, Jones Street
Hebron, CT 06248
203-228-9438
TI #185

Dr. Elnora Gilfoyle
Project Director
Colorado State University
Department of Occupational Therapy
303 Occupational Therapy Building
Ft. Collins, CO 80523
303-491-5930
TI #184

Lawrence Gloeckler
Assistant Commissioner
New York State Education Department
Room 1073 EBA
Albany, NY 12234
518-474-5548
TI #46

Dr. Marjorie T. Goldstein
Project Director
William Paterson College
of New Jersey
Department of Special Education
300 Pompton Road
Wayne, NJ 07470
201-595-3092
TI #191

John Beard
Project Coordinator
Humboldt Unified School District
Drawer A
Dewey, AZ 86327
602-772-9200 Ext. 45
TI #138

Valerie V. LaVake
Project Coordinator
Easter Seal Society of CT
Hemlocks Outdoor Education Center
P. O. Box 100, Jones Street
Hebron, CT 06248
203-228-9438
TI #185

Pat Sample
Project Coordinator
Colorado State University
Department of Occupational Therapy
303 Occupational Therapy Building
Ft. Collins, CO 80523
303-491-5930
TI #184

Grace Bean
Project Coordinator
Colorado State University
Department of Occupational Therapy
303 Occupational Therapy Building
Ft. Collins, CO 80523
(303-491-5930
TI #184

Susan Gurganus
Division of Exceptional Children
NC Dept. of Public Instruction
116 W. Edenton St.
Raleigh, NC 27603-1712
919-733-3004
TI #43

Debbie N. Hatcher
Employment Opportunities, Inc.
3509 Haworth Dr., Suite 402
Raleigh, NC 27609
919-782-8346
TI #47

Carolyn Henderson
Project Director
Douglas Cooperative, Inc.
483 River Parkway, Suite 2
Sevierville, TN 37862
615-453-1671
TI #135

Dr. Glen Hendren
Project Director
Mississippi State University
Counselor Education
P. O. Drawer GE
Mississippi State, MS 39762
601-325-3426
TI #136

Dorsey Hiltenbrand
Project Director
Dept. of Student Services and
Special Education
Devonshire Center
2831 Graham Road
Falls Church, VA 22042
703-876-5223
TI #133

Dr. Marc Hull
Project Director
State Department of Education
Special Education Unit
120 State Street
Montpelier, VT 05602
802-828-3141
TI #182

Sonja Burnham
Project Coordinator
Mississippi State University
Counselor Education
P. O. Drawer GE
Mississippi State, MS 39762
601-325-3849
TI #136

Mary Kelvin
Virginia Dept. for the Visually
Handicapped
397 Azalea Avenue
Richmond, VA 23227
804-264-3140
TI #45

Kathleen K. May
Children's Hospital
2924 Brook Road
Richmond, VA 23220
804-321-7474
TI #44

Dr. Sue Ann Morrow
Edge, Inc.
301 E. Missouri
Kirksville, MO 63501
816-665-9465
TI #39

Michael Norman
University of Kentucky
Human Development Institute
Porter Building
Lexington, KY 40506-0205
606-257-1337
TI #48

Sharon Pond
Project Director
Idaho State Dept. of Education
LBJ Building - 650 West State Street
Boise, ID 83720
208-334-3940
TI #188

Dr. Larry Rhodes
Project Director
University of Oregon
Specialized Training Program
135 Education Building
Eugene, OR 97403
503-244-6111 Ext. 4383
TI #192

Susan Bert
Project Coordinator
University of Oregon
Specialized Training Program
135 Education Building
Eugene, OR 97403
503-244-6111 Ext. 4383
TI #192

Ray Rothstrom
Project Director
Oregon Department of Education
Special Education Division
700 Pringle Parkway, SE
Salem, OR 97310
503-378-4765
TI #181

B.J. Schenck
Project Director
School Board of Alachua County
Division of Student Support
620 E. University Avenue
Gainesville, FL 32601
904-336-3676
TI #186

Vicente Perez
Project Coordinator
School Board of Alachua County
Division of Student Support
620 E. University Avenue
Gainesville, FL 32601
904-336-3676
TI #186

Gerry Schwarzentraub
Stockton Unified School District
701 N. Madison
Stockton, CA 95202
209-944-4872
TI #40

Dr. Robert Stodden
Project Director
University of Hawaii
Department of Special Education
1776 University Avenue
Honolulu, HI 96822
808-948-7956
TI #187

Dr. Ronald James
Project Coordinator
University of Hawaii
Department of Special Education
1776 University Avenue
Honolulu, HI 96822
808-948-7956
TI #187

Dr. David Test
Dept. of Curriculum & Instruction
University of North Carolina-Charlotte
Charlotte, NC 28223
704-547-2531
TI #41

Dr. David P. Wacker
Project Director
University of Iowa
Division of Developmental Disabilities
251 Hospital School
Iowa City, IA 52242
319-353-6452
TI #189

Thomas H. Flynn
Project Coordinator
University of Iowa
Div. of Developmental Disabilities
251 Hospital School
Iowa City, IA 52242
319-353-6452
TI #189

Stephen White
Project Director
Great Falls VOTEC Center
2100 - 16th Avenue South
Great Falls, MT 59405
406-791-2281
TI #130

Richard F. Zachmeyer
Project Director
Kentucky Coalition for Career
and Leisure Development
366 Waller Ave., Suite 119
Lexington, KY 40504
606-278-4712
TI #139

Dennis A. Vinton
Project Coordinator
Kentucky Coalition for Career
and Leisure Development
366 Waller Ave., Suite 119
Lexington, KY 40504
606-278-4712
TI #139

Secondary Transition Intervention Effectiveness Institute

84.158L Models for Providing Secondary Mainstreamed Learning Disabled and Other Mildly Handicapped Students With Job Related Training

Dr. John M. Aiken
Project Director
Parsons State Hospital &
Training Center
2601 Gabriel
Parsons, KS 67357
316-421-6550 ext. 1872
TI #175

Brian Beun
Project Director
IDEAS (Institutional Development
and Economic Affairs Service, Inc.)
Magnolia Star Route
Nederland, CO 80466
303-443-8789
TI #173

Betsy Bounds
Project Director
Tucson Unified School District
P.O. Box 40400
1010 E. 10th Street
Tucson, AZ 85717-0400
602-882-2421
TI #171

Pat Treeful
Project Coordinator
Tucson Unified School District
P. O. Box 40400
1010 E. 10th Street
Tucson, AZ 85717-0400
602-882-2421
TI #171

Lloyd M. Brown
Program Manager
Specialized Educational Programs
Chicago City Wide College
6th Floor
226 West Jackson
Chicago, IL 60606-6997
312-641-2595
TI #174

Patricia M. Catapano
Project Director
Young Adult Institute, Inc.
460 West 34th Street, 11th Floor
New York, NY 10001
212-563-7474
TI #176

Michael Kramer
Project Coordinator
Young Adult Institute Inc.
460 West 34th Street, 11th Floor
New York, NY 10001
212-563-7474
TI #176

Dr. Charles Coker
Project Director
University of Wisconsin-Stout
Research and Training Center
Stout Vocational Rehabilitation Inst.
Menomonie, WI 54751
715-232-2236
TI #180

Dave Swan
Project Coordinator
University of Wisconsin-Stout
Research and Training Center
Stout Vocational Rehab. Inst.
Menomonie, WI 54751
715-232-2236
TI #180

Dr. Robert Gaylord-Ross
Project Director
San Francisco State University
Department of Special Education
1600 Holloway Avenue
San Francisco, CA 94132
415-469-1161
TI #172

Shep Siegel
Project Coordinator
San Francisco State University
Department of Special Education
1600 Holloway Avenue
San Francisco, CA 94132
415-338-7851
TI #172

Dr. Joseph Jenkins
Co-Project Director
Experimental Education WJ-10
University of Washington
Seattle, WA 98195
206-543-4011
TI #179

John Emerson
Co-Project Director
Experimental Education WJ-10
University of Washington
Seattle, WA 98195
206-543-4011
TI #179

Dr. Irwin Rosenthal
Project Director
Counselor Education Department
New York University
Room 400, East Building
239 Greene Street
New York, NY 10003
212-998-5554
TI #177

Lisa Colton
Project Coordinator
Counselor Education Department
New York University
Room 400, East Building
239 Greene Street
New York, NY 10003
212-998-5554
TI #177

Dr. Greg Weisenstein
Project Director
University of Washington
407 Miller Hall
DQ-12
Seattle, WA 98195
206-545-1807
TI #178

Joseph J. Stowitschek
Project Coordinator
University of Washington
407 Miller Hall
DQ-12
Seattle, WA 98195
206-545-1807
TI #178

Secondary Transition Intervention Effectiveness Institute

84.158N Secondary Education and Transitional Services: Training and Employment Models for Youth with Severe Handicaps

Paul Alberto
Project Director
Project SETS
College of Education
Department of Special Education
Georgia State University
University Plaza
Atlanta, GA 30303
404-651-2310
TI #197

Richard Balser
Project Director
Maine Medical Center
Dept. of Rehabilitation Medicine
22 Bramhall Street
Portland, ME 04102
207-871-2463
TI #195

Betsy Bounds
Co-Project Director
Tucson Unified School District
Special Education Department
1010 East 10th Street
P.O. Box 40400
Tucson, AZ 85717-0400
602-721-6320
602-882-2421 (summer)
TI #193

Dr. Susan Hasazi
Project Director
Department of Special Education
Waterman Building, Room 405
University of Vermont
Burlington, VT 05405
802-656-2936
TI #194

Kristin Hirschmann
Co-Project Director
Tacoma School District #10
P.O. Box 1357
Tacoma, WA 98401-1357
206-596-1088
TI #200

Nancy Elliott
Project Coordinator
Project SETS
College of Education
Department of Special Education
Georgia State University
University Plaza
Atlanta, GA 30303
404-651-2310
TI #197

Brenda Harvey
Project Coordinator
Maine Medical Center
Dept. of Rehabilitation Medicine
22 Bramhall Street
Portland, ME 04102
207-871-2463
TI #195

Dan Perino
Co-Project Director
Tucson Unified School District
Special Education Department
1010 East 10th Street
P.O. Box 40400
Tucson, AZ 85717-0400
602-721-6320
602-882-2421 (summer)
TI #193

William Sugarman
Project Coordinator
Department of Special Education
Waterman Building, Room 405
University of Vermont
Burlington, VT 05405
802-656-2936
TI #194

Evelyn MacCuaig
Co-Project Director
Tacoma School District #10
P.O. Box 1357
Tacoma, WA 98401-1357
206-596-1088
TI #200

Carla Jackson
Transition Coordinator
Office of Superintendent of
  Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504
206-753-6733
TI #201

Richard G. Luecking
Project Director
TransCen, Inc.
230 North Washington Street, Suite 200
Rockville, MD 20850
301-424-2002
TI #198

Rebecca S. McDonald
Project Director
Association for Retarded Citizens
Union County
1225 South Avenue
Plainfield, NJ 07062
201-754-5910
TI #199

Dr. John McDonnell
Project Director
217 MBH
Department of Special Education
University of Utah
Salt Lake City, UT 84112
801-581-6158
TI #202

Brennan Mahoney
Project Director
Transition Specialist
Albuquerque Public Schools
725 University Boulevard, SE
P.O. Box 25704
Albuquerque, NM 87125
505-842-3741
TI #196

Lucinda Gabri
Project Coordinator
Association for Retarded Citizens
Union County
1225 South Avenue
Plainfield, NJ 07062
201-754-5910
TI #199

Brad Ferguson
Project Coordinator
229 MBH
Department of Special Education
University of Utah
Salt Lake City, UT 84112
801-581-3330
TI #202

Secondary Transition Intervention Effectiveness Institute

84.158R Secondary Education and Transitional Services: Follow-up/Follow-along Projects

Dr. Shelley Cohen
Project Director
Durrett Education Center
4409 Preston Highway
Louisville, KY 40213
502-473-3036
TI #204

Harry Funk
Project Director
Durrett Education Center
4409 Preston Highway
Louisville, KY 40213
502-473-3036
TI #204

Dr. Elinor Elfner
Florida Department of Education
Bureau of Education for Exceptional Students
Knott Building
Tallahassee, FL 32399-0400
904-488-2137
TI #203

Dr. Susan Hasazi
Project Director
Department of Special Education
Waterman Building, Room 405
University of Vermont
Burlington, VT 05405
802-656-2936
TI #207

David R. Johnson
Co-Investigator and Director
University of Minnesota
Institute on Community Integration
150 Pillsbury Dr., SE, 6 Pattee Hall
Minneapolis, MN 55455
612-624-5720
TI #209

Richard Weatherman
Co-Investigator
University of Minnesota
Institute on Community Integration
150 Pillsbury Dr., SE, 6 Pattee Hall
Minneapolis, MN 55455
612-624-4826
TI #209

Phyllis Levine
Project Director
Experimental Education Unit WJ-10
University of Washington
Seattle, WA 98195
206-543-4011
TI #208

Dr. Eugene Edgar
Principal Investigator
Experimental Education Unit WJ-10
University of Washington
Seattle, WA 98195
206-543-4011
TI #208

Dr. Jan Nisbet
Project Director
Institute on Disability
University of New Hampshire-Durham
Morrill Hall
Durham, NH 03824
603-862-4320
TI #205

Dr. Robert A. Stodden
Project Director
University of Hawaii
Dept. of Special Education
1776 University Avenue
Honolulu, HI 96822
808-948-7956
TI #206

Dorothy Treisnor
Project Coordinator
Institute on Disability
University of New Hampshire-Durham
Morrill Hall
Durham, NH 03824
603-862-4320
TI #205

Dr. Ronald James
Project Coordinator
University of Hawaii
Dept. of Special Education
1776 University Avenue
Honolulu, HI 96822
808-948-7878
TI #206

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Laird W. Heal
Professor of Special
Education

Francesca Lundström
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Special Education

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